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ABSTRACT

This issue of Impact examines a variety of viewpoints, programs, issues, and concerns about accountability of guidance. Three articles are adaptations from speeches presented at the conference on Accountability and Pupil Personnel Work held at Michigan State University in the summer of 1971; they explore the importance of preserving "caring" capabilities that foster human growth while measuring guidance program outcomes, systematic counseling which provides a specified step-by-step approach to evaluating counseling effectiveness, and the measurement of student success as a prime indicator of the worth of a guidance program. Other articles examine programs now in practice; one providing a career ladder approach as well as an undergraduate competency-based program for guidance students, another exploring a performance-based certification program for counselors and counselor educators, and a third describing objectives for school guidance programs and instruments to assess how schools are meeting these objectives. Afinal article provides an overview of the need for accountability and the establishment of objectives with a checklist for the reader's use in his specific setting. (SES)

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Vol. 2, No. 3

The Magazine for Innovation and Change in the Helping Professions

Accountability: Days of Reckoning in Education

ED 075763

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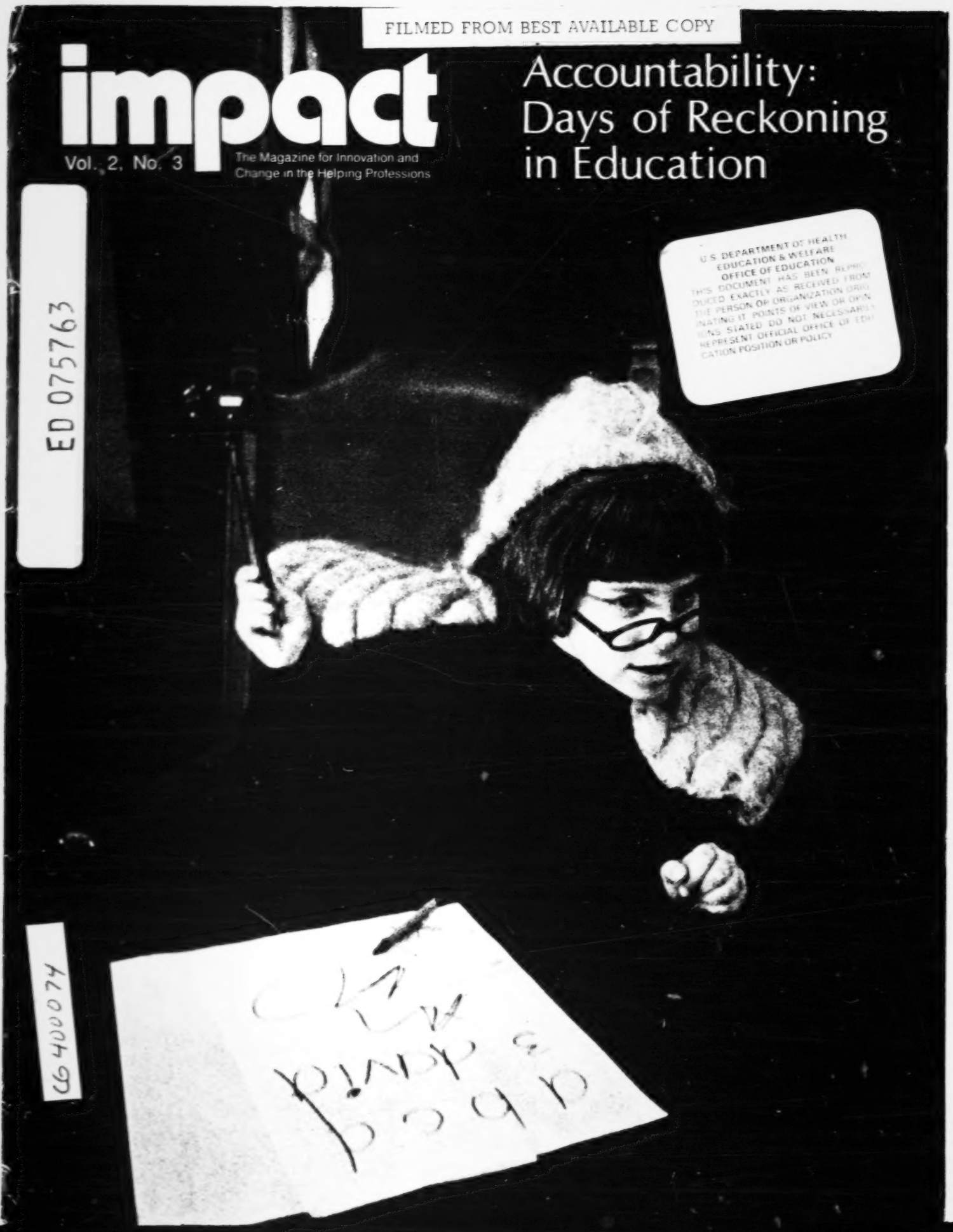

The end
cannot justify the means,
for the simple
and obvious reason
that the means employed
determine the nature of the ends
produced

Aldous Huxley
Ends and Means I

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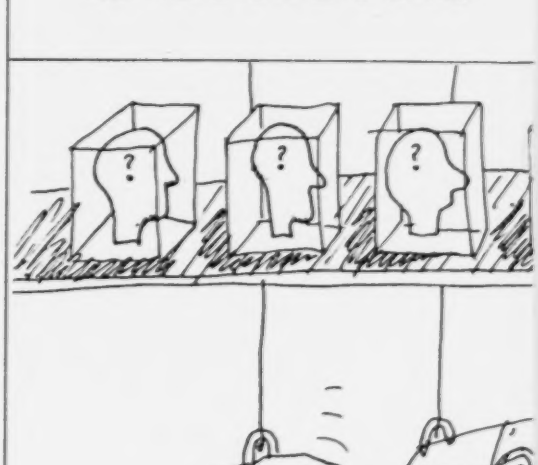

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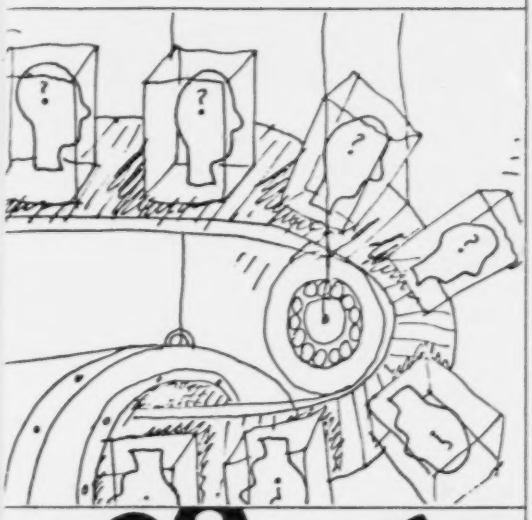

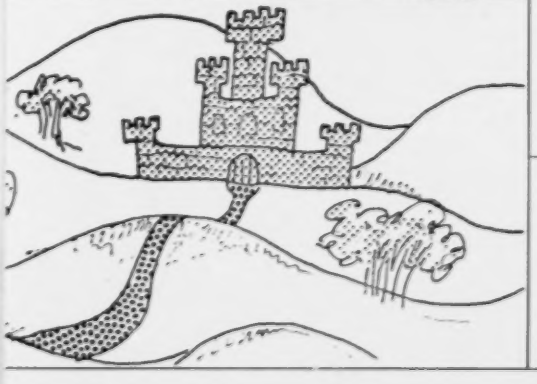

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This article, which grew out of the conference on "Accountability in Pupil Personnel Work" held at Michigan State University last summer, explores the need not only to measure the outcomes of guidance programs but to preserve the "caring" capabilities that foster human growth. Lessinger, author of *Every Kid a Winner: Accountability in Education*, likens the ideal counselor to a concert virtuoso refining the art of human development.

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About This Issue

The "Age of Accountability"—that's what we're in according to the writers for this special issue of *Impact*. Is it balm or bane? Should we welcome it or fear it? What is being done and what can we do?—all are questions we're sure you've considered. So we want to provide you with a variety of viewpoints, programs, issues and concerns on Accountability in Guidance.

Three of our articles are adaptations from speeches presented at the conference on Accountability in Guidance and Pupil Personnel Work held at Michigan State University July 31–August 1, 1972. These include our lead article by Leon Lessinger and the articles by Robert O'Hare and Robert Winborn. These papers have not appeared elsewhere, and we feel fortunate to be able to offer you some insights and ideas which surfaced at this conference.

We especially appreciate the efforts of Dr. Jim Costar of MSU who organized the conference and generously assisted us in obtaining some of the materials which grew out of it.

In an interview with *Impact*(Vol. 1, No. 1) Eli Ginzberg criticized guidance for obtaining its personnel from another field; the Texas plan discussed by Joseph Dameron provides a career ladder approach as well as an undergraduate competency-based program for guidance students. This plan has been enthusiastically received and may well be the prototype of future guidance personnel preparation programs.

Performance-based certification is another area "umbrellaed" by the broad term accountability. Lawrence Brammer and Raymond P. Whitfield have been closely involved with the performance-based certification program adopted by the state of Washington. In their article they look at the Washington plan and the implications of performance-based certification for counselors, clients and counselor educators. *Impact* also made a few phone calls out west to obtain first hand information on counselor perception of the Washington plan.

New York State has recently embarked on two programs related to accountable guidance. The Professional Advancement Committee of the New York State PGA has set up teams to evaluate guidance programs, while the Trial Project is designed to initiate competence-based certification for counselors. You'll find more on these programs inside.

Moving west again we find Eugene Wysong's work in Ohio most interesting. He has developed objectives for school guidance programs and instruments to assess how schools are meeting these objectives. He also presents descriptive and anecdotal data on schools which have been evaluated and action steps one needs to take in planning an evaluation.

In our final article, the *Impact* staff provides an overview of the need for accountability and the establishment of objectives. We present action strategies and a special feature, a checklist to help you get started on evaluating and improving your program.

Our Printout and Reviews departments continue with the accountability theme. Printout provides a look at current ERIC documents and journal articles while Reviews scrutinizes the CPGA monograph on accountability. Exemplars looks at a curriculum guide for use with junior high students on Drugs, Alcohol, Tobacco and Human Behavior. Underground Soundings looks at, among other things, the underground press itself.

So, here's to accountable guidance—responsiveness to clients' needs and success in using resources effectively! We hope you appreciate the insights this issue has to offer and that it will generate your thoughts and actions throughout the year.

Garry and Susan

Happenings

You'll have to dust off your thinking caps if you plan to attend the **American Association for Higher Education Convention** March 11–14. Conference participants will be debating the issues of "Quality, Equity, and Diversity." Contact Dyckman W. Vermilye, Conference Director, AAHE, One Dupont Circle, Washington, D.C. 20036 for details. ■ All meetings are open at the **Association for Supervision and Curriculum Development** convention March 17–21 in Minneapolis, Minnesota. Mrs. Sarah Arlington, Conference Programmer, ASCD, 1201 16th St., N.W., Washington, D.C. 20036 can provide those interested with specific details. ■

Are you delivering on your promises? Find out by attending the **Western College Association** convention March 29–30. Conference participants will assess the role of "Accountability" within the college ranks. Since the WCA Convention will be held in Honolulu, Hawaii, you might turn this conference into a well-deserved vacation. Kay Andersen, Executive Secretary, WCA, Mills College, Oakland, California 94613 is the contact person for these meetings. ■ Both the **American College Personnel Association** and the **National Association of Women Deans and Counselors** will hold their conventions in Cleveland. Joint meetings are arranged for April 4–8. Incidently, NAWDC members will be discussing "The Art of Human Relations" at their convention. Contact Roger Myers, Department of Counseling Psychology, Teachers College, Columbia University, New York, NY 10027 for information about the ACPA meetings, while Anna Rankin Harris, Executive Director, NAWDC, 1201 16th St., N.W., Washington, D.C. 20036 has information about the Women Deans and Counselors conference. ■ Philadelphia, Pennsylvania will host the **National Association of Student Personnel Administrators** convention. Meetings are open to members only. Contact Channing M. Briggs, Controller, Portland State University, P.O. Box 751, Portland, Oregon 97207 for conference information. ■ Los Angeles, California will host the western regional conference of the **National Association of College Admissions Counselors,** April 13–14. Charles A. Marshall, Assistant Executive Director, NACAC, 9933 Lawler Avenue, Skokie, Illinois 60076 is the contact person for this conference. ■ The members of the **National Catholic Guidance Conference** will meet April 14–15 in St. Louis for its annual convention. Brother Norbert Grass, Vianney High School, St. Louis, Missouri is the contact person for this convention. ■

Speaking of St. Louis, the **American Personnel and Guidance Association** will hold its first regional conference in that city April 15–19. Contact Cherylann Harrington, Assistant Convention Manager, APEA, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009 for further details. ■ Mark April 16–20 on your calendar for the **American Association of Collegiate Registrars and Admissions Officers** convention. This year's AACRAO conference will be in Los Angeles. Ann Prosser, Administrative Assistant, One Dupont Circle, Washington, D.C. 20036 is the contact person for these meetings. ■ "Religious Education: Building Values and Meaning" will be discussed at the **National Catholic Educational Association** Convention April 23–26. Picturesque New Orleans will host these meetings. Contact Joseph O'Donnell, Vice President for Business Affairs, NCEA, One Dupont Circle, Washington, D.C. 20036 for further details. ■ **The Association of American Universities** will hold its convention on April 24–25 in Washington, D.C. Meetings are open to members only. Contact Charles V. Kidd, Executive Secretary, AAU, One Dupont Circle, Washington, D.C. 20036 for convention information. ■ Finally, April 27–28 is the date for the **American Association of University Professors** convention in St. Louis. Meetings are open to members and invited guests. Contact Gerald W. Richmen, Business Manager, AAUP, One Dupont Circle, Washington, D.C. 20036 for convention information. ■

The Task Force on Coordination, Governance and Structure of Post-Secondary Education brings together a prestigious assemblage of educators, legislators and business leaders. The team will consider major issues and implications of statewide changes in the framework of postsecondary education. Advantages and limitations of the various educational alternatives open to decision makers will be weighed, and task force members will make recommendations to the Commission for subsequent submission to member states.

Educational Testing Service will establish a Center for Urban and Minority Education next year to focus on research and development in "learning, measurement and educational opportunities" of minority groups, according to ETS President William Turnbull. ETS is now looking for an educator with a national reputation and experience in the problems of minority students to direct the Center. Policy and overall programs for the Center will be made by a 10-member advisory committee, which has already had its first meeting.

General Learning Corporation has published a 256-page "Career Education Resource Guide" which contains some 100 case studies and lesson plans selected from actual classroom practice in more than 200 schools throughout the US and Canada. Every model activity from kindergarten through adult levels provides performance objectives, a list of readily available classroom materials, a step-by-step capsule for implementation and observations for summary or follow-up. The teachers who developed the career education activities are identified by name and school. Essays by career education leaders are included. The resource book sells for $4.25 from General Learning Corporation, 250 James St., Morristown, New Jersey 07960.

A team of psychologists at **John Hopkins University** will soon undertake a search for junior high school students who have exceptional "humanistic talent." The project is an outgrowth of a similar search for kids with unusual math ability. The initial sifting for students with a potential as humanistic thinkers will be done through standardized tests for high verbal ability, according to Associate Professor of Psychology Robert Hogan, the project director.

Toward a Humanistic Accountability

by Leon M. Lessinger

Leon M. Lessinger is Dean of the College of Education, University of South Carolina. He is a former US Associate Commissioner of Education and Callaway Professor of Education at Georgia State University. He is the author of *Every Kid A Winner: Accountability in Education.*

Financial crises in the school systems have led to increased demands for proof of performance of services promised—accountability. Accountability, undeniably, is the hot issue in education today. Yet many school personnel are baffled by its implications, overwhelmed by its technocratic flavor and fearful that they can not live up to the standards that "accountability builders" claim they haven't met. The educator or guidance person feels threatened and dehumanized by the pointy finger of accountability.

For this issue of Impact *we asked Leon Lessinger to remove some of the doubt from this concept. We asked him to sketch not only the technical parameters for developing accountable guidance programs but to envision for us what accountability really implies. His conclusion: accountability must recognize not only the effectiveness of a system, but its affective qualities. We do need to inject a critical vitality into our educational system. We do need to account for costs, measure our performance in teaching or advising students, become more efficient. Yes, but we also need to preserve those humanistic or caring capabilities that foster individual development. Accountability is not something to get mired down in, but a means of doing better that which we do and deriving pleasure from our accomplishments.* Impact *is pleased to present Lessinger's analysis of the nature and potential of accountability in education in general and in guidance in particular.*

Accountability pricks our conscience and disturbs our complacency. It calls on us to answer for our performance: it holds out the prospect of dire consequences for inadequacies even when these shortcomings are not of our making and are beyond our control.

For the educator, accountability seems to be just one more indictment of public education—one more dreary and dangerous expression of a loss of confidence in the schools.

That it should have arisen concurrently with the general awareness of such diverse problems as racial tensions, poverty, the struggle to define the U.S. role in world affairs, the abundant evidence of discord and disappointment in family life, the deteriorating physical environment, the rise in crime, violence and the use of drugs, simply adds to the gloom.

And yet with all the fear that accountability may add to the debate about "what has gone wrong" few are aware that the concept may actually both reveal what has gone right and perhaps more importantly how we might tackle vigorously the task of lifting a vital institution to meet new and higher standards of service and performance.

A Brief History of Accountability

Accountability has become the "in" word of education. Judging solely from the sheer volume of books, articles, editorials and speeches published since 1969, it

seems safe to say that *The Washington Post* may be correct in its designation of education as entering an "Age of Accountability."

The current phenomenon started in 1969 in the administration of federal funds disbursed through the Elementary and Secondary Education Act of 1965 to the programs for Bilingual Education and Drop-Out Prevention. All proposals submitted for those funds had to contain accountability provisions, i.e., the agent, public, or private entering into a contractual agreement with USOE to carry out the provisions of the acts agreed to perform a service to produce stipulated results and to be answerable for performing according to the agreed upon terms, within an established time period and with a stipulated use of resources and performance standards.

Eighty-six proposals were funded. All were accountable in the terms described above. One of the ten drop-out prevention projects involved the use of a performance contract with private enterprise to achieve stipulated results in reading and mathematics achievement on a "guaranteed basis." This project caught the imagination of the public and hastened both the spread of the accountability concept and the confusion of accountability with performance contracting.

Accountability is *not* performance contracting of PPBES or System Analysis. These may be useful tools to achieve accountability. Accountability in education has come to mean a focus on results—on the learning to be achieved as stipulated before the process begins. In very direct form accountability is the degree to which a system succeeds in delivering on its promises for the resources provided. Technically speaking, the adjective *outcome* should be placed before the noun *accountability* to distinguish it from other accountabilities already assumed by the education enterprise, those in the realm of custodial, college preparatory, financial and professional responsibilities.

Accountability Defined

"Accountability" means continuing assessment of the educational achievement of pupils in a school system; relating levels of achievement to the state, the community's educational goals and expectations, the resources allocated to the schools, and the techniques professionally employed for facilitating learning; and the full dissemination of the findings and analysis to parents, teachers, taxpayers, and citizens of the community.

Twenty-six states presently have legislation in force which bears on this definition and twelve more have such legislation pending. It is clear that as a nation we are moving to establish as public policy three basic rights: First, each child has a right to be taught what he needs to know in order to take a productive and rewarding part in our society; second, the taxpayer and his elected representatives have a right to know what educational results are produced by a given expenditure for education; third, the schools have a right to be able to draw on the talent, enterprises, and technology from all sectors of society instead of being restricted or limited to their own resources.

The new responsibility, "accountability for results," is actually a renaissance of the original new world responsibility placed on the first public-type schools. In 1647, the religious leaders of the Massachusetts Bay Colony, concerned about the number of children unable to read the Bible, ordered the setting up of schools and the employment of teachers. They were interested neither in schools nor teachers but in results—reading the Bible. The Satan Deluder Act of 1647 is an accountability act replete with behavioral objectives. Perhaps the present movement for a similar accountability reflects a new set of pitfalls for society.

The movement for accountability has resulted in additional responsibility for the schools.

Accountability Viewed As A System

Accountability is a systems concept. A system is a group of constitutent parts which work together to achieve a defined purpose. Every system is part of a larger system and is coordinated with other systems. It is convenient to describe a constituent system as a sub-system.

An accountable learning system, i.e., a system which can be held accountable for results, is composed of many sub-systems. At the heart of the system are the attitudes, knowledges, skills, experiences and commitments of the people who compose it. It may be useful to isolate some of the major sub-systems of an accountable system in order to achieve a better understanding of the total system. This must be done with the warning that this is an explanatory device, not a reflection of reality.

The first sub-system may be termed *personal accountability*. Personal accountability is the commitment observed in action of "going the extra mile," serving the powerless and the less favored as diligently as the powerful and the more highly favored. It is manifested in a willingness to deal with the "tough problems," the slower learners, the less able, the different, the unmotivated. It is the most challenging form of accountability.

The second sub-system of outcome accountability is perhaps best described as *professional accountability*. To be profes-

An accountable instructional system is conceptually a

fail-safe

or zero reject system.

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of the original new world responsibility placed on the first public-type schools.

sionally accountable is to both know and to use in standard practice those attitudes, skills, and techniques as revealed through research or the state of the art to be reliable and valid in getting results.

The third sub-system of outcome accountability virtually equivalent to the basic meaning of accountability for results is *system accountability*. In a very basic way, no person can be held directly responsible for the results obtained by another. No doctor, for example, can be held accountable for the life of another. He may be personally accountable and we may, by law, hold him professionally accountable—but the patient may still die. With system accountability we increase the odds that we will get the valued results.

System accountability may be described as an integrated set of instructional systems, management systems and public support systems performing the functions needed to accomplish the goals of the enterprise. Let us describe each of these aspects of system accountability.

Instructional Systems

An instructional system is best seen as a collection of people, methods and materials operating in time and space to achieve verifiable levels of learning.

There are several important points to consider when viewing the instructional system component of accountability:

(1) The system is designed to accomplish objectives. The definition and derivation of objectives is a very critical aspect of fulfilling the demand for accountability. As we shall see later, the derivation of objectives for documented personal need is an important tie between accountability and humanism.

(2) There are several functions which must be carried out. These can be described as training, educative, and celebrative functions.

(3) It is not necessary to stipulate a given or set order in which the system must work. With results as targets, the process may vary in substantial ways.

Kaufman[1] has developed a systems approach to problem solving which can admirably serve our consideration of the instructional component of accountability. This reasoning process begins by identifying problems based on a documentation of performance gaps between a starting condition and a desired end result. Once this documented need exists, the approach moves carefully and thoroughly through the steps of selection of methods and means from among alternatives, implementation, study of the effectiveness of the implemented solution, and revision as required.

An accountable instructional system is conceptually a fail-safe or zero-reject system. Its basic emphasis is upon the successful achievement of objectives. If the instructional system doesn't close the gap between the entry level of the learners and the desired end results, i.e., doesn't attain the objectives set for it, the system is redesigned and tested until it does. If the students do not learn, the immediate query centers on the system, its personnel, methods, materials and the like. The students, parents, teachers or environment are not blamed. It is the system's job to teach; the goal is learning; every effort is made to vary process until the system functions as it was intended to function.

Management Systems

There is an essential management component in any organized enterprise. There can be well-managed enterprises, poorly-managed enterprises and unmanaged enterprises! Most educational enterprises tend to be unmanaged, i.e., they are administered rather than managed.

Management centers around a technology of achieving organizational purposes efficiently and effectively. Administration does the same. To carry out this mandate, management plans, organizes, staffs, implements, evaluates and redesigns in a systematic fashion. For reasons which have to do with political control, fragmentation, tradition and lack of training, administration in education is generally limited to certain aspects of management—namely staffing and implementing, but virtually ignores the critical functions of planning, evaluating and redesigning. It is this shortcoming which must be overcome if educational systems are to be accountable. Several well-defined management systems are available for incorporation into educational administration. Three are especially valuable: Management by Objectives (MBO), Management by Futures (MBF), and Programming Planning Budgeting and Evaluation Systems (PPBES).

Public Support Systems

It is obvious from the description of accountability as a systems concept that the interface of the educational system with other societal systems is a central concern. An accountable educational system is an open system receiving "energy" *from* outside and transmitting energy *to* the outside. This reciprocal arrangement is carefully studied and managed under accountability.

A First Look at Accountability: Its Technological Aspects

The key to the actual construction of an accountable educational system is the systematic design or location of good practice and the efficient and effective translation of

that good practice into optimized prevailing practice.

Good practice may be defined as a model or ideal learning or management system or sub-system which is both reliable and valid. Many examples of good practice are available as a result of vast experimentation over the nation in education, business and the military. Elsewhere,[2] the author has termed the process of translating good practice into prevailing practice *educational engineering*. Other names used for the process are systems engineering, educational innovation and instructional technology.

There are two basic components to educational engineering: entrepreneurship and systematic improvement.

Entrepreneurship

Energy is required to move from a steady state to a new equilibrium. In social systems this energy is capital. The setting aside of venture or development capital and its management through bidding, performance contracting, and accomplishment auditing is the process for motivating the spread of good practice. A more detailed explanation of this process is given in a previous work by the author.[3]

Systematic Improvement

The other face of educational engineering—systematic improvement—consists of an orderly sequence of steps by which good practice becomes optimized prevailing practice. These steps have been found to consist of the following:

(1) Adaptation. Altering the model practice to fit the constraints of the setting in which it is to be placed without destroying the practice.
(2) Adoption. Marketing the adapted practice for inclusion into the system by the decision; influencing publics.
(3) Installation. Providing logistical support for the good practice by attending to training, management of innovation, materials acquisition and the like.
(4) Formative evaluation. Checking and changing until the good practice in actual operation conforms to the design of the adopted and adapted practice.
(5) Summative evaluation. Evaluating the productivity of the good practice against standard practice, i.e., does it produce better results for the same cost as the standard practice, the same results for less cost or significantly better results for substantially increased costs?
(6) Dispersion. Spreading the good practice as prevailing practice utilizing steps (1)-(4) above.
(7) Optimization. Protecting the new equilibrium against the normal and expected tendency to return to its previous state until it becomes institutionalized.

A Second Look At Accountability: Humanistic Aspects

This purely technological stance, if it is the only approach taken in creating accountable programs, can be frighteningly cold. What we have yet to realize fully in developing accountability as a viable approach is that it can also be humanistic. Humanism, like accountability, is a mind-set or point-of-view. Unlike accountability, it shuns scientific and analytic tools and proceeds to implement its "world view."

Humanism is a concern for human progress, welfare and growth. The sanctity of the human condition is held to be paramount. Humanists emphasize the affective side of the human condition valuing feelings, playfulness, joy, the natural unfolding of human potential, and the celebration of the state of being human.

In his approach to working with persons, the humanist prefers the informal, the warm transaction, the unspecified, the open-ended. He denies that important ends can be measured—or even accurately described—maintaining instead that description and measurement inevitably and inexorably destroy what is latent and is therefore dehumanizing.

The humanist's goal is to be comfortable with inspirational goals which he is able to internalize as objectives for a warm, responding professional in rapport with those he would serve.

Merging the Technological and Humanistic in Accountability

As we have seen, accountability is best described as precise, planned, technological, formal and scientific, whereas humanism is best described as informal, spontaneous, flexible, open and joyful. Is it possible to unite such divergent concepts in any meaningful sense?

If the notion of uniting means reconciling or resolving the basic antagonism, the

It is through the vision of professionally accountable

performers

willing to work in both formal and informal situations that valued educational reform . . . may transpire.

[1]Roger A. Kaufman. *Educational System Planning*. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1972.
[2]Leon M. Lessinger. *Every Kid a Winner: Accountability in Education*. SRA, Palo Alto, California 1970.
[3]Ibid.

answer must surely be no. If on the other hand, the notion of uniting means to bring the concepts to bear on agreed-upon problem solutions in some dynamic "gestaltic" way, the answer may be more hopeful.

Perhaps the key is represented by the phrases "documented need," "caring" and "follow-through-fact." Let us examine each.

Documented Need

Both the humanist and the accountabilist can and do agree on real problems facing persons in our educational institutions and in the society at large. Both can agree that schools are often "mindless," "joyless," and ineffective. Both can attest to the requirement to have fundamental educational reform and renewal. Both start, then, with a similar desire change "what is" to "what ought to be." The accountabilist differs perhaps only in his desire to document the precise extent of the gap between what is and what ought to be and to frame that need in a special language called performance objectives.

Caring

Whatever else characterizes humanism, it most certainly centers on caring, on concern for the human being. In our society, caring has a special focus: the powerless, the less able, the widow, the orphan, the underprivileged, the one in greatest need, and it is done through institutions. The humanist and the accountabilist both care. The humanist used his personhood to meet his concern; the accountabilist tries to develop alternative systems to discharge this concern. It is in the *process* of caring that the two sharply differ. The accountabilist would see the humanists "solution" as merely one solution from among other possible solutions; the humanist would not.

The **humanist** uses the expression "teaching is an art" to indicate that it cannot be attacked in a scientific manner.

Follow-Through – Fact

The sharpest divergence between the two mind-sets centers on results. The accountabilist insists that any process be validated by results, that if he does not obtain a result, the process must be revised until it does produce results. Perhaps the humanist may be persuaded to monitor, in some existential way, a solution which the accountabilist deems successful. If this solution is humane it may be approved. Is such a happy state possible? An analogy with another field may be helpful here.

Major violin concertos contain a cadenza which has no notes. This allows the virtuoso to express his unique talent within the framework of the entire composition. Consider the fiddler who would play such a concerto. He might do an adequate job expressing the purpose of the composer while playing the notes but would have great difficulty where there were no notes. Is not the price of openness and spontaneity in this case a disciplined and highly competent player? Might not the fiddler who had practiced five variations be able to do a somewhat more credible job on the special cadenza? Is this perhaps a clue to the complementary nature of humanism and accountability – the achievement of the desires of the humanist as a function of his professional accountability?

The Educator as a Performing Artist

Perhaps the full impact of the complementary nature of the two concepts resides in the notion of teaching guidance (and administration) as a performing art. Generally the humanist uses the the expression "teaching is an art" to indicate that it cannot be attacked in a scientific manner. But if it is a performing art requiring the discipline, insight, charisma, and humane characteristics of the performing artist, may it not be possible to speak about the accountability of the artist to produce art? And does this not open the door for some powerful new insights and energy which might achieve the ends so urgently sought by both humanist and accountabilist?

Toward Thoughtful and Caring Learning Experiences

It is through the vision of professionally accountable performers willing to work in both formal and informal situations that the valued educational reform acceptable to both the humanist and the accountabilist may transpire. The following models of learning experiences may illustrate this in action. The models center on teaching; a similar discussion could center on administration or on guidance and pupil personnel services.

It is proposed that schooling consist of a mix of formal and informal training, educative and celebrative experiences – each constructed to serve different ends and each end described as precisely as possible to achieve the state desired. For those ends framed as skills and measurable behaviors, training experiences can be built. For those ends for which there are intrinsic rewards or generalized ends, educative experiences are appropriate. And for those adventures of the spirit in which the main purpose is to enable, to give thanks, or to express joy in humanity, celebrative experiences are appropriate. Can such experiences be wrought? The author thinks yes.

After all, we celebrate, for the most part, those accomplishments and events which overcome the odds, which involve risks. The greater the odds and the risk, the greater the celebration. We celebrate a birth, not a death. We celebrate a marriage,

(we usually do not celebrate a divorce). We celebrate a valued job for which there was great competition. We celebrate our nationhood. Perhaps the ultimate celebration is seen in the Catholic mass, where the triumph over the greatest risk of all, death, is witnessed through faith and ritual in thanksgiving. On a smaller but no less valued scale, we can take on high risk students, work successfully with the powerless, discharge our stewardship for those with highest challenge and get others to do likewise. And in so doing we overcome odds and experience, the concomitants of the celebrative experience which William James described as a "mystic experience" and Freud held to be an "oceanic experience." Perhaps this is the real reward for being personally, professionally and systematically accountable.

I propose that guidance and pupil personnel services be humanistically accountable and that a proper term for this accountability be disciplined caring.

Disciplined Caring

Disciplined caring may be defined as the service of a performing artist, responsible to his or her clients in an accountable system. Its objective is the acquisition of skills, understandings and appreciations through the orchestration of both knowledge and experience. Its goal is the production of competent, confident and committed citizens. Its purpose is the assurance of a capable, self-assured and humane people. Its modus operandi involves three aspects:

(1) personal commitment to the learner and his patrons;

(2) professional responsibility for knowing and using good practice;

(3) system accountability through the management of training, educative, and celebrative experiences.

Disciplined caring is a client-centered educational complementarity. As such it is highly congenial to guidance at its best.

Consequences of Disciplined Caring

1. The focus of the schooling enterprise will dramatically shift from teaching to learning, from input to output, from process to product, from courses taken to competence demonstrated.
2. People will understand and appreciate the independence of teaching and learning. There can be teaching without learning and learning without teaching. What counts is the effectiveness of teaching—and this is determined by results.
3. The basis of the notion of "quality" education will be altered. Accreditation will focus on achievement, on accomplishment, on student competency as emphatically as is now done on such process indicators as degrees held by teachers, spaces provided and dollars spent.
4. There will be a drastic impact on teachers who "curve" students, thus regularly failing a proportion of the class and we shall see growth and adoption of real standards—criterion-referenced and performance standards— instead of relative positioning on vaguely known validation groups.
5. Professional labeling of students as slow, retarded, or under- achieving or culturally disadvantaged and the like will be recognized as self-defeating and poor substitutes for professional expertise and serious attempts will be made to truly individualize instruction.
6. Educators will scramble to develop a technology of instruction—to find and use "what works." Technology includes but is not limited to equipment. The probability is high that in instruction, the most important part of what works is competence in interpersonal behavior and motivation.
7. The educational practitioner will begin to distinguish between good educational practice, poor practice and malpractice—and move swiftly and adroitly to strengthen poor practices and eliminate malpractice.
8. A serious attempt will be made to understand and develop productivity in education, including the search for more cost-effective and efficient educational processes.
9. Issues previously avoided will finally be seriously confronted. Among the more important of these issues will be the following:
   a. What are the unique contributions of the school system to the broader societal education system and what are its limitations?
   b. What are personnel respon-

Disciplined caring is a

client-centered

educational complementarity . . . it is highly congenial to guidance at its best.

sible for doing and to whom are they accountable?

c. What arrangements and consortia can be developed to enable schools to carry burdens for which they lack capability?

10. PPBES and the extensive use of performance objectives will be widely adopted as tools to strengthen professional competence and communication with clients.
11. The system will become "managed" rather than "administered."

Disciplined Caring Applied to Guidance

Perhaps the one division of education that can least afford to assume either an ostrich-like or defensive position on the issue of accountability is the division of guidance. Those of us who are guidance workers need to be reminded that guidance is a unique American phenomenon and perhaps owes its very existence to a well developed economy. Under-developed and less developed nations are unlikely to devote severely limited educational funds to a practice dedicated to turning its citizens to vague though inspirational "peak-experiences." Nations struggling to meet the more basic needs on Maslow's hierarchy can hardly be expected to devote high priority to self-actualization. Education is entering an age of accountability and is undergoing the stark and rigorous analysis of an appropriations hearing where only high priority needs can be funded from among an overwhelming array of genuine needs. Under these conditions, support for the practice of guidance, even in this affluent society, may receive a real drubbing. Teachers and administrator groups have already demonstrated a disposition to abandon and sacrifice many guidance efforts in order to buttress their own financial security in negotiations with school boards and legislatures.

Guidance workers need to be reminded that guidance is a unique **American** phenomenon.

This suggests that those spokesman of the formal education process who can most articulately discuss their missions, display their validated practice, and demonstrate their effectiveness will compete more successfully for tight monies. Seen in this light, the guidance field with its overly-ambitious and somewhat mystical goals, its want of communicable road maps for attainment of objectives, and its failure to demonstrate effectiveness, is vulnerable.

This characterization of the plight of the pupil personnel service is not meant to promote despair. Indeed, the concern expressed is prompted out of sympathy with and dedication to its basic commitment—the preservation of the dignity and individuality of students. However, such noteworthy goals become mere word magic when practitioners are unable (and even unwilling) to specify technologies or demonstrate results. Perhaps guidance workers have assumed burdens beyond their capabilities and consequently have placed themselves in a very precarious position.

What does all this mean for the practice of guidance? At the very least, it means that the cloistered nature of many guidance activities will come under public scrutiny, and at most it could mean failing support for the guidance effort, if it fails to demonstrate its effectiveness. Obviously, all of this is not going to happen tomorrow, but the storm clouds are gathering and the precious "lead time" should be used to get one's house in order.

Getting one's house in order involves (1) adjusting burdens to capabilities; i.e., not taking on more than one can accomplish; (2) not stating these goals, burdens, or promises in molar language for inspirational value but plunging immediately into the derivation of objectives reflecting specific and demonstrable (auditable) behavior; (3) identifying criterion measures using a variety of modes of proof for evaluating progress toward objectives; and (4) discovering alternate routes and strategies for reaching goals with special attention to those which are cost effective. This four step action plan can be valuable not only because it is an appropriate response to accountability as policy, but because this clarity of role and function can result in much personal satisfaction (celebrative experiences) for the guidance worker.

In pursuit of a professional response to accountability, I would urge pupil personnel administrators to:

1. Help their personnel diagnose and describe the degree of predictable improvement that can be achieved by each child served.
2. Compile and audit data based on actual experience to provide a storehouse of good practices.
3. Design precise, individual systems capable of identifying, in terms of performance criteria, the strengths, weaknesses and actual benefits obtained by each student as he proceeds through his formal education career and beyond.
4. Design programs to train the staff in the effective introduction, use and monitoring of good practice.
5. Provide plans for involving and informing other education workers and the community about successful practices.
6. Apply the recognition that all

school personnel share responsibility with the home and the client for achieving results, each partner being accountable for executing those phases in which he is most competent.

7. Develop charters of accountability with personnel which:
   a. Introduce high but realistic expectations of results coupled with processes supported by extensive research data.
   b. Challenge assumptions based on normal curves or any testing data which is negative or defeatist.
   c. Allow for a realistic time period in which to achieve and measure sustained advances in student competency.
   d. Focus on the continuous development of staff skills and competencies required to implement a system of individualized guidance.
   e. Encourage the establishment of a cost-effective, business-like system of orientation to results and a commitment to continuous evaluation of auditable progress for student and guidance worker alike.

Accountability has to do with honoring promises. It is the matching of intent to results; the comparison of what was supposed to happen to what actually happened. In education, accountability is the policy of demanding regular independent reports of promised student accomplishment for dollars provided. It is the hair-shirt policy—the response at budget-passing time to the request for more money with the question, "What did you do with that other money?" It is not perance contracting, or behavioral objectives, or PPBE, though these inventions may be useful in implementing an accountability policy. In the final analysis, accountability *is* the final analysis—the hearing to get the facts, to determine worth, to check results. It brings to school instruction the same flavor of feedback brought by the fiscal auditor to school finance.

A Concluding Look at Accountability

Caring about human welfare and happiness—what many mean by the term humanism—is a relatively recent phenomenon. Consider the subject of pain as merely one example. We have only to look back 200 years to see that the general tendency of mankind was to inflict pain, not to prevent it.

History teaches us that man has usually been tolerant of pain, especially in others. The revolt against disease was slow: that against pain was slower still. In education we are where medicine was a century ago; we are inured to the pain of incompetence, willing to accept aptitude or ineptitude as being as fixed as an "incurable disease" and unwilling to answer for our stewardship of children's growth in learning. We seem unwilling to assume a personal commitment for the difficult and the less fortunate and to be professionally accountable in terms of whatever our art and science can contribute. In short, we are unaccountable for the basic foundation, for the flowering of the human condition: individual worth and dignity through competence and confidence. Perhaps accountability for results realized through accountable and humanistic complementary systems can lead to reform. I urge all of us who teach, guide and manage education to take the lead. Ours should become the profession of disciplined caring.

With disciplined caring—a humanistic accountability—we can regain our position of trust and master in a sound way the seas of change.

Outcome Accountability

Nature of Responsibility:

To account for the actual achievement of students as compared to intended achievement and to report the resources utilized to accomplish results.

Locus of Responsibility:

To parents, students and taxpayers.

Accountability Method:

(1) School systems publicly adopt performance objectives. (2) the actual achievement of these objectives by students and the resources used are independently assessed and publicly reported. (3) subsequent efforts and success in closing performance gaps are indepently assessed and publicly reported.

Consequences:

Credibility and viability of schools as places of learning are enhanced when successful.

Continued weakening of support attends continuing failure to accept this accountability.

Accountability has to do with honoring

promises

Flashes

. . . "Career Educations," a US Office of Education film, was charged with being sexist and forced out of circulation by NOW and other women's rights organizations. The groups charged that the film reinforces the prevailing notion that boys can select from a large array of well paying, stimulating careers while girls are placed in subservient, low paying, short term jobs. The film has since been removed and a new career education film is under contract. OE is trying to retrieve the 150 or so copies of the film distributed prior to the protest . . .

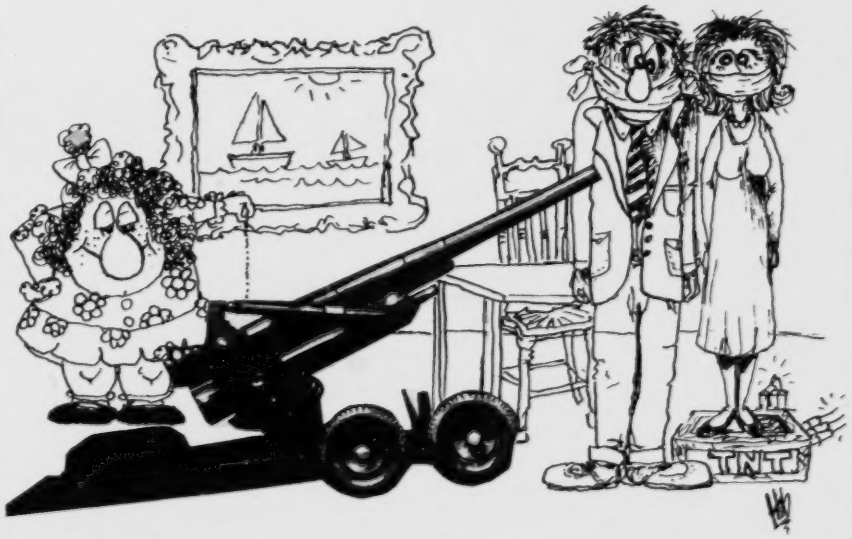
. . . An article by H. R. Hays in *Sexual Behavior* reports that in Polynesia, women are identified with every type of contagious evil, with darkness, and with death. Rigid dietary restrictions were placed upon them and during their periods they were frequently banned from the kitchen or from dining with others. So strong was this food taboo that when King Liholiho of Hawaii officially declared it at an end and publicly ate with his womenfolk, the culture began to break up . . .

. . . Psychiatrists at St. Luke's Hospital Center in New York believe that child beaters suffer from the abuse of their own childhoods and thus lack a sense of parental involvement. To alleviate this transferral problem, the hospital is recruiting surrogate grandmothers to act not only as grandparents to abused children but as parents to deprived child beaters. To achieve the goal of at least a dozen recruits, grandmothers are being sought from golden age clubs, voluntary community groups and any other group the clinic's staff can think of . . .

. . . For the first time in its 18 year history, the "Betty Crocker Search for American Homemakers of Tomorrow" is open to boys. Its sponsor, General Mills, has acknowledged the shifting roles and sharing of responsibilities taking place in today's American home. Girl Scouts of America take heed! . . .

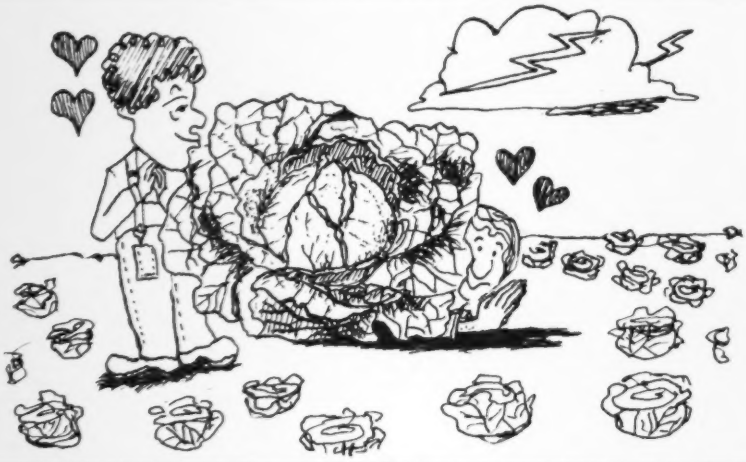
. . . Officials of Rider College in Trenton, N.J., relented and agreed to let term paper sales companies advertise in the school newspaper, on one condition: the ads have to carry a warning that any student who turns in a store-bought paper will be thrown out of school . . .

. . . Joseph Ancafora III was certified this year to teach grade school in Pennsylvania despite a state law requiring "good moral character" which previously barred known homosexuals from teaching in the public schools. It is believed that this is the first time the state education secretary has acted without a recommendation from the University Teachers Certification Council. Earlier, as a student at Pennsylvania State University, Ancafora had been dismissed as a student teacher because he brought suit against the university for denying homosexuals equal rights . . .



Editorial Note

Impact frequently reprints statements which represent provocative, if not extreme, views as a means of sensitizing our readers to important issues or developments which are relevant to the work of those with helping responsibilities. Occassionally these statements may seem to some to contain political references or have political connotations. We wish to emphasize that neither by design nor intent does *Impact* take stands on political issues or questions or evaluate political figures. The basis for inclusion of items is determined solely upon the utility of the information for the performance of professional responsibilities and activities and any attempt to draw inferences regarding political views is inappropriate and unwarranted.



. . . An amazing experiment with plants is being carried out on a windblown patch of land on the east coast of Scotland. There, on a half acre of soil that is mostly sand and gravel, a nature-loving group is growing forty-pound cabbages and stunningly beautiful flowers by "communicating with the spirits that animate their plants." In their first season, they grew sixty-five different kinds of vegetables, twenty-one fruits, and forty-two herbs in ground that agricultural experts considered worthless for growing anything but gorse. R. Lindsay Robb, professor of agriculture and former chief of a U.N. Food and Agriculture mission, after inspecting the garden, found that "the vigor, health and bloom of the plants in midwinter on land which is almost barren sand cannot be explained by the application of any known cultural methods of organic husbandry." . . .

. . . A federal court judge ruled that acknowledged illegitimate children of a deceased parent are entitled to his earned social security benefits as are children of legitimate birth. The ruling was in favor of a 9-year-old Seattle child and is retroactive to October, 1970. The class action ruling also applies to all children in similar situations . . .

. . . Washington—Pregnancy. The United States Solicitor General reminded the Supreme Court the other day, is "a physical condition which happens to be peculiar to women."

Erwin N. Griswold then proceeded to claim that the armed forces were not practicing sex discrimination when they automatically discharged pregnant servicewomen, because "persons similarly circumstanced" were not treated differently. There was a good reason for the rule, he said, because "pregnancy diverts personnel from the primary function of fighting or support." He was trying to forestall a Supreme Court review of the doctrine of sexual equality that has been the most difficult for the predominantly male judiciary to swallow—that pregnancy should have the same legal status as other temporary disabilities . . .

. . . Sociologist Kingsly Davis of the University of California, Berkeley, credits California's 1970 liberalized abortion law with playing a major role in the state's sharp decline in both legitimate and illegitimate births from 1970 to 1971. The total dropped 11.5%, while illegimate births fell 16%. The US birthrate as a whole dropped 6% during the same period.

Abortions performed under the California Therapeutic Act rose to 65,000 in 1970, more than four times the number performed the year before . . .

. . . At Indiana University, Officials are recognizing that students are people. Sometimes they goof in school because of illnesses, broken love affairs, divorces at home—or any number of reasons.

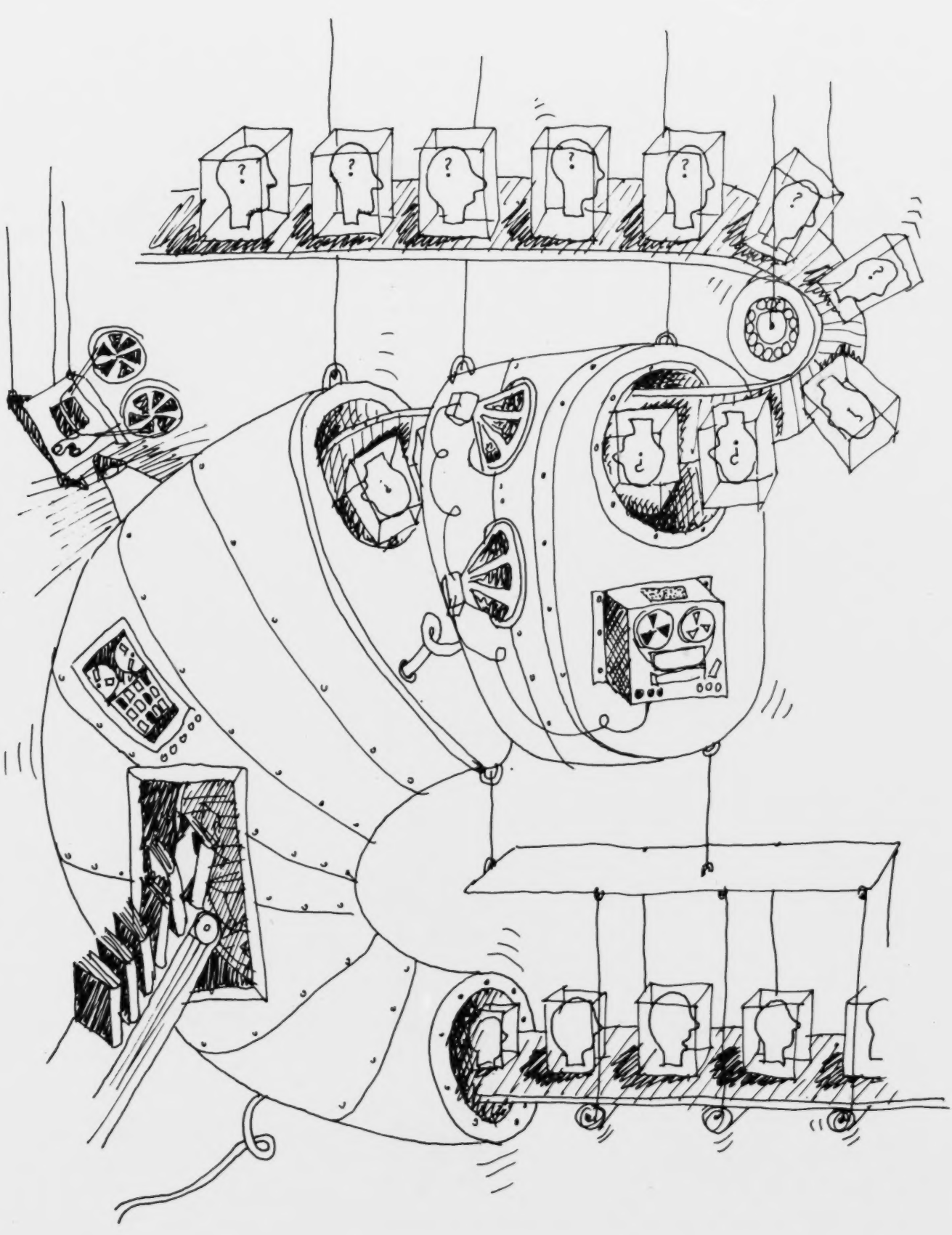
So IU is allowing students with problems to declare academic bankruptcy for a semester. It has agreed to throw out a semester's poor grades for pregnant coeds and other students in emotional turmoil. The grades are not expunged from the student's record. They are simply not included in the grade point average.

The experimental program, now in its second semester, is the brainchild of Dean Kenneth Louis who explains: "it provides a greater awareness of students as persons and of the difficulties of living when you're 17 and 22." Other officials say the program is a step toward making one's education a time of success, not of failure, and that troubled students, like troubled adults, are entitled to start over with a clean slate . . .

ERRATA

Impact offers its apologies to Norman G. Gysbers (Vol. 2, No. 2, p. 48) for causing him to age so quickly. He was editor of the *Vocational Guidance Quarterly* NOT from 1926-1970, but from 1962-1970.

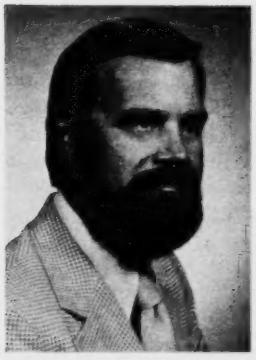
We also failed to mention on page 45 that William C. Bingham is currently the Coordinator of Counselor Education and a professor of Education at Rutgers University, the state university of New Jersey.



SYSTEMATIC COUNSELING:

A Model for Accountability in Counseling and Counselor Education

by Bob B. Winborn



Bob B. Winborn is professor of counseling personnel services and educational psychology at Michigan State University. After receiving his doctorate from Indiana University in 1960, he was assistant director of the counseling centers of North Texas State University and Indiana University. His current interests include systems theory, the design of instructional systems, the application of principles of learning in counseling, and the training of counselors of minority races. He currently is vice president of the Division of Counseling and Human Development of the American Educational Research Association.

Imagine the consternation that would be generated within the counseling profession if Ralph Nader announced that counseling and counselor education would become the targets of his next investigation. Would those of us who applaud Nader's efforts to protect the American consumer from unsafe, low-quality, misrepresented, and overpriced material goods be equally as supportive of an investigation into how responsible and effective we have been in serving the consumers of counseling services?

Our profession has asserted that "Ours is a society in which counseling provides substantial assistance to individuals as they strive to develop and achieve their goals (APGA, 1965, p. 77)." We have also informed the public of the role and function of the counselor (ASCA, 1965; ACES-ASCA, 1966) and have published standards for the preparation and performance of counselors (ACES, 1967). These are appropriate steps to take as a profession, but in these days of accountability three questions should be raised:

1. Have any institutions established standards for professional training and practice, then developed a program to meet these standards?
2. Are standards presently stated and implemented in such a way that they would be professionally sound in the wake of a Nader-type inquiry?
3. Have we realistically represented the counseling profession in terms of the services that counselors can actually deliver?

Nader has become an effective advocate for the interests of consumers because his accusations are based on hard facts. He has never been sued for libel (*Time*, 1969). If Nader were to become an advocate for our clients, how much hard data could the profession muster to show that we are indeed adequately training people to "provide substantial assistance to individuals (APGA, 1965, p. 77)?"

Our problem in providing evidence of accountability begins with counselor education. Even a cursory review of recent publications should indicate to Nader that the counseling profession would have considerable difficulty in providing factual evidence to justify the nature of most counselor training programs. One of the prime reasons for the lack of such data is the inability or unwillingness of the counseling profession to specify in operational terms the minimum competencies a counselor should have at the conclusion of a training program. As Gelatt (1969) reports, the lack of appropriately stated objectives has caused confusion and controversy over the role, function, and outcomes of guidance services. He also states that the ASCA (1965) and ACES-ASCA (1966) official statements of counselor role and function have done little to settle the controversy or change the practices of counselors. Whiteley (1969) adds that "these documents do not provide sufficient detail about the performance criteria by which to conduct a program evaluation that will accurately assess counselor performance and client change (p. 179)." He goes on to say that counselor educators "have avoided the central questions about the effects the counselor is to produce and what he can do to accomplish his goals (p. 183)."

Even though we have had difficulty in defining performance expectations and standards for counselor training and practice, there are grounds for being optimistic about the future. There is evidence that counselor educators are becoming more accountable to their trainees and to the public, i.e., they are developing the means for being held responsible and answerable for what counselor trainees learn in counselor training programs. In turn, counselors are learning how to become accountable to their individual clients and to the publics they serve. For example, Horan (1972) and Winborn, Hinds, and Stewart (1970) have described the use of performance objectives in counselor education programs. Brammer and Springer (1971) have reported a state certification plan that is based on behaviorally stated performance standards which are related to client outcomes. An evaluation of a counseling skills pre-practicum based on performance objectives has been presented by Hackney and Nye (1971). Thoresen (1969) has shown how the systems approach can be used to design a performance-based counselor education program, while Hosford and Ryan (1970) have used the same approach for designing a model of a counseling and guidance program.

These examples demonstrate that the basic technology is now available for designing models of the counseling process and counselor education programs that will permit the counseling profession to meet the challenges of the accountability movement. One such model is currently in use at Michigan State University for training counselors enrolled in a Master of Arts counselor education program.[1] This model, together with specific performance criteria and instructional objectives represents an attempt to become accountable to our consumers, i.e., to our trainees and their clients, to the employers of our trainees, and to the public at large. The remainder of this paper will describe the design, content, and use of this model which is called *Systematic Counseling*.

SYSTEMATIC COUNSELING

Design of the Model

A systems approach was used to design the model of *Systematic Counseling* shown in Figure 1. The systems approach has been adequately described in other articles (see Hosford and Ryan, 1970; Thoresen, 1969); therefore, only a brief explanation will be given here. The designers of the model of *Systematic Counseling* perceived the counseling process as a system which could be defined as " . . . the structure or organization of an orderly whole, clearly showing the interrelations of the parts to each other and to the whole itself (Silvern, 1965, p. 1)." The process of analysis was used to identify the principal parts of the counseling process and to determine the traditional relationships of these parts to each other and to the whole of the process. The process of synthesis was then used to design a new model of counseling by identifying and organizing the various functions of the process into an optimal sequence that would most efficiently and effectively help a client attain his counseling objectives. Finally, the process of simulation has been used since 1968 to test the model in real-life situations in order to detect errors in the model, to improve the model, and to make it more responsive to the requirements of various types of clients and problems. Approximately 375 counselor trainees have used the model with 1500-2000 clients in elementary and secondary schools, community colleges, universities, and rehabilitation environments. The model is constantly being revised as a result of feedback from these trainees and their supervisors. The model, then is considered an "open" system that is capable of receiving new information and being modified in order to make it more functional and responsive to the requirements of real people.

Explanation of the Model

Systematic Counseling can be thought of as a mental map or blueprint that a counselor consults as he works with a client. The map enables him to identify the different functions and stages of counseling and to move from one stage to another as counseling progresses. The model then can provide a series of destinations or check-points to enable the counselor and client to know where they are in the counseling process and where they must go if counseling is to be productive. The counselor

[1]Five members of the Department of Counseling, Personnel Services and Educational Psychology of Michigan State University collaborated in the design of the model. They are: Drs. Herbert M. Burks, Jr.; James R. Engelkes; Richard G. Johnson; Norman R. Stewart; and Bob B. Winborn.

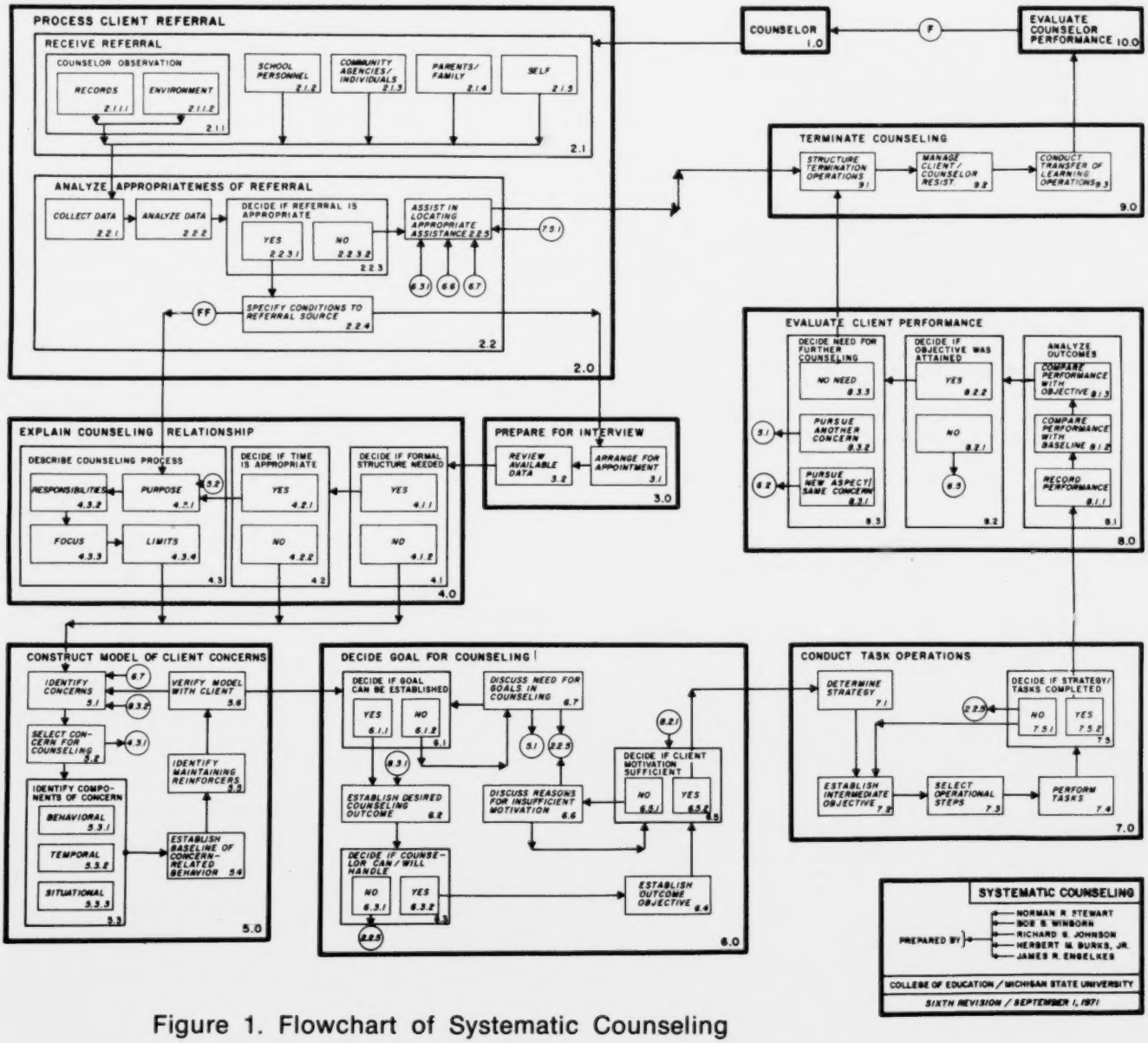


Figure 1. Flowchart of Systematic Counseling

does not have to devote an undue amount of attention to deciding what the next steps in counseling should be. Instead, he can focus on the client's problems and behavior and on his relationship with his client.

The model of *Systematic Counseling* is presented in flowchart form so that the counseling process can be more easily conceptualized and communicated. The flowchart is merely a graphic, sequential description of the functions and decisions involved in the counseling process. Each element or function of counseling is enclosed in a rectangular box which is labeled by a verbal statement or descriptor. The numeric symbols also provide another method of identifying specific counseling functions. The arrows indicate the order in which the various functions are to be performed, starting at the top of the flowchart at 1.0 with the box labeled "Counselor" and proceeding in a counter-clockwise direction, and ending again at the top of the flowchart.

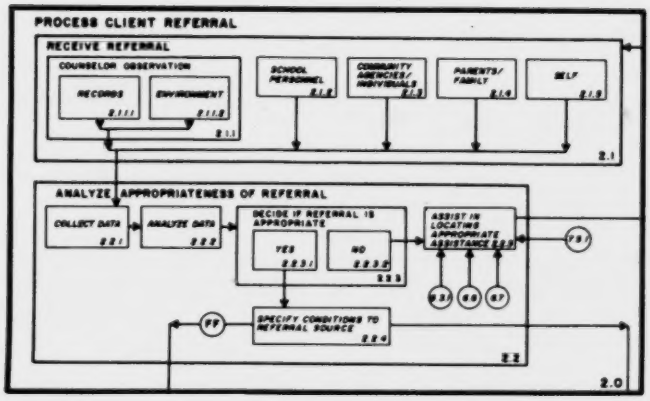
Beginning with Subsystem 1.0—Counselor—each of the major subsystems of *Systematic Counseling* will be briefly described. You will probably find it helpful to refer to the flowchart shown in Figure 1 as you read the following description.

Subsystem 1.0—In *Systematic Counseling*, as in other approaches, we start with the counselor as the main functionary. He is expected to demonstrate certain attitudes toward his client and toward himself. These attitudes are described in the *Performance Criteria Manual for Systematic Counseling* which accompanies the flowchart. The following is an excerpt from the manual.

> An attitude is an enduring, learned predisposition (state of readiness) to behave in a consistent way. It is by the consistency of response that an attitude is identified.

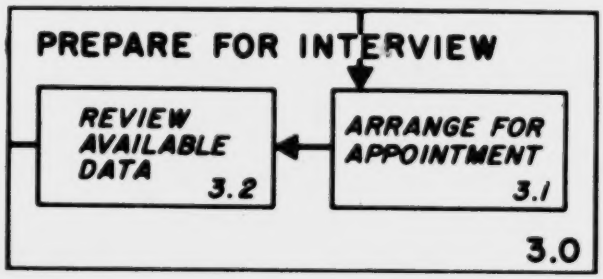
Thus, the criteria for evaluating your counseling attitudes will necessarily be your behavior during the entire counseling process. To help you develop an appropriate state of readiness for counseling, you should review the following concepts prior to entering into a counseling relationship.

1. A counselor must respect the worth and dignity of the client regardless of the client's behavior, attitudes, creeds, race, or socio-economic status.
2. The counselor must work to develop a sound relationship with the client. He must remember that he has the responsibility for developing a *counseling* relationship which has additional qualities beyond those of trust, understanding, and respect. It is a relationship in which the counselor's professional skills and knowledge are utilized in order to help the client attain personal goals.
3. A counselor must constantly examine his own needs for reinforcement to determine if the counseling relationship is fulfilling his needs at the expense of client progress toward goal attainment.
4. The counselor must always help the client examine the psychological dimensions of what he is thinking, saying, and feeling. This means that the counselor must be sensitive to all dimensions of behavior: verbal, nonverbal, cognitive, affective, and psychomotor.
5. The counselor must be willing to expend the time and effort (reading, study, consultation) to gain additional skills and knowledge in order to be of appropriate assistance to clients. Less than 100 per cent effort should be a signal to the counselor to engage in self-examination to determine the cause of his lack of motivation.
6. The counselor must remember that he is a social model and therefore represents the entire counseling profession. If he does a poor job, he invites the public to question the competence of all counselors.



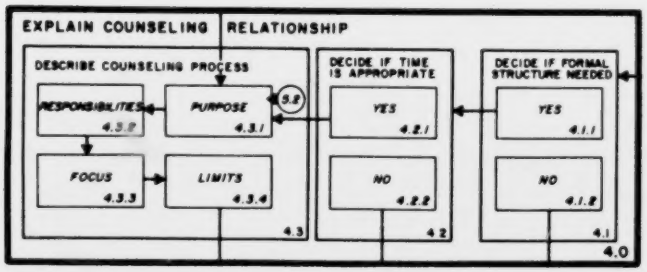
Subsystem 2.0—The first specific subsystem with which the counselor is concerned is that of processing the client referral. The referral may originate in a number of ways. It may be based on counselor observation (2.1.1) as he examines records or as he moves about the environment in which he works. The case may be called to the counselor's attention by others, such as teachers or other school personnel (2.1.2), by individuals or agencies in the community at large (2.1.3), or by parents or other members of the client's family (2.1.4). Or, the client may be a self-referral (2.1.5).

The counselor collects data to analyze the appropriateness of the referral (2.2.1 and 2.2.2). If he decides that the case is not appropriate for him to handle, he will help the client or referral source locate appropriate assistance from other sources (2.2.5). If he decides the referral is appropriate, he will then specify the conditions under which the referral is to be accepted (2.2.4). This means that he will inform the referral source about the ground rules he has established for counseling such as the need for confidentiality and the possibility that the referral source may be called on to assist with the case. All information exchanged with a referral source at this time (other than a self-referral) will also be shared with the client at the time of the initial interview so that he will be fully informed about the reasons for the referral. This is shown on the flowchart by a circle that contains a double F and outputs from 2.2.4. In systems language this symbol indicates that information collected at one point in the system is to be "fed-forward" to an advanced point in the system.



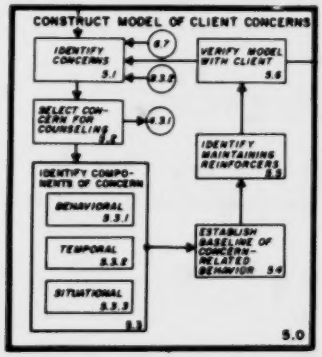
Subsystem 3.0—If the counselor accepts the referral, he then prepares for the initial interview with the client. This involves arranging for an appointment (3.1) and reviewing any available data on the client (3.2).

Subsystem 4.0—The first decision made by the counselor after the client is seated is whether the client needs an explanation of the counseling relationship and process (4.1). In the *Systematic Counseling* model, all new clients are provided with such an explanation. If this is not needed the counselor moves to subsystem 5.0. However, when the counseling relationship and process do need to be discussed, the counselor must make a



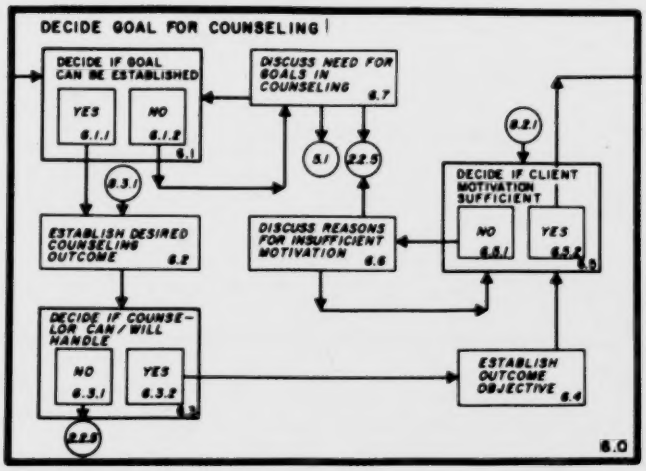
decision as to the appropriate time (4.2) for this explanation. He has several options. If the client displays behavior that indicates he does not know about the nature of the counseling process, the counselor can immediately discuss the purpose of counseling (4.3.1), the respective responsibilities of counselor and client (4.3.2), the kinds of things focused on in counseling (4.3.3), and the limits (4.3.4), under which counseling is conducted. Depending upon the behavior of his client, however, the counselor may delay this explanation until later in the initial interview or he may close the interview with a description of the counseling process and relationships.

Subsystem 5.0—The counselor proceeds to construct a model of the client's concerns, i.e., he engages the client in conversation about the presenting problem so as to understand all of the relevant dimensions of the client and his problems. The counselor will be especially interested in the behavior of the client (5.3.1), when the behavior occurs (5.3.2), and the situation in which the behavior occurs (5.3.3). From these data the counselor establishes a baseline of the behavior (5.4). In other words, he determines as specifically as possible the frequency, duration, and amount of behavior that the client is demonstrating. *The establishment of a specific baseline is a vital counseling function if the effectiveness of counseling is to be evaluated at a later point in the counseling process.*



In subsystem 5.0, the counselor also identifies those reinforcers that maintain the behavior of the client (5.5). He attempts to determine how the client is being rewarded for his behavior by the environment in which he lives.

The last function which the counselor performs in this subsystem is to verify his model of the client's concerns with the client (5.6). He checks out and clarifies the hypotheses which he has formulated during this stage of the counseling process. If necessary, the counselor and client can "recycle" back to 5.1 (notice the arrow in the flowchart leading from 5.6 to 5.1) and repeat the functions of this subsystem until both can agree that the counselor has an adequate model of the client and his problems.

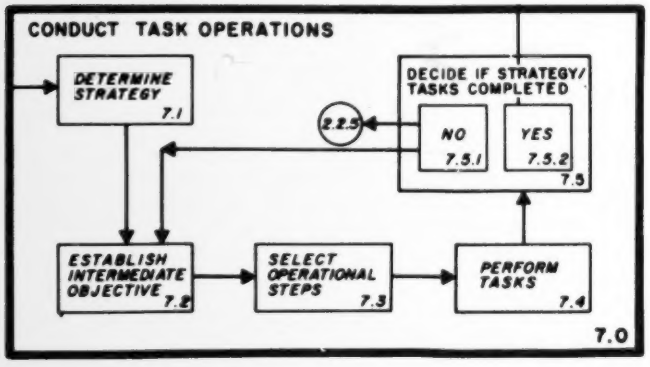


Subsystem 6.0—The first function that the counselor carries out in this subsystem is to decide whether a goal for counseling can be established (6.1). Some clients are reluctant to commit themselves to working toward a specific goal and the counselor will then proceed to a discussion of why counseling goals are a necessity (6.7) if both are to be aware of the desired outcomes of counseling. Most clients, however, are willing to establish a goal that they want to attain. Their answers to "What would you like to be able to do after counseling is over that you cannot do now?" are usually sufficient to establish a general goal for counseling.

The counselor next decides whether he has the skills to handle the case or is willing to do so (6.3). If his decision is negative, he assists the client in locating appropriate assistance (2.2.5). If he decides to continue working with the client, they proceed to establish an outcome objective (6.4). This means that the counselor and client enter into a contract to work toward an objective that: (a) is stated in behavioral terms, (b) indicates a criterion of minimum acceptable performance, and (c)

indicates the conditions under which the behavior is to be demonstrated. *The establishment of a specific outcome objective is also a vital function in the evaluation of the effectiveness of counseling.*

The last function in subsystem 6.0 is to determine if the client has sufficient motivation to work toward attaining the outcome objective (6.5). If the client is reluctant to continue the counseling process, the counselor and client must discuss and resolve the reasons for insufficient motivation (6.6) before moving forward in the counseling process.

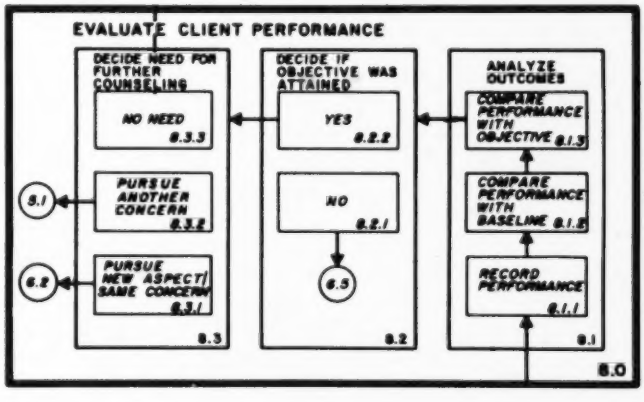


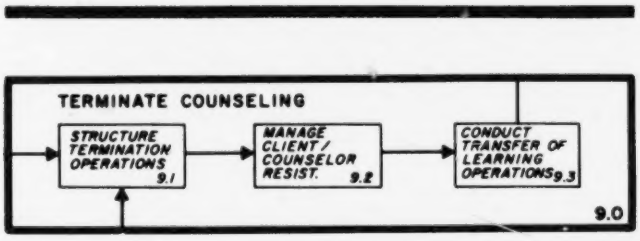
Subsystem 7.0—The next major function of the counseling process is to conduct those task operations that will enable the client to attain his outcome objective. This involves determining a strategy (7.1) to use in obtaining information, in decision-making, or in modifying the client's behavior. Usually, it is necessary to establish intermediate objectives (7.2) in order to implement a strategy and for the client to work systematically toward his overall outcome objective. For example, a client might want to learn how to make friends. To do this, he might decide, with the help of the counselor, upon an intermediate objective that involves the learning of specific social skills.

After intermediate objectives have been established, the counselor and client select the specific operational steps (7.3) that will lead to the attainment of the intermediate objectives and eventually to the attainment of the outcome objective. This involves the careful planning of the tasks which the counselor and client must perform in order to carry out the counseling strategy. For example, if a client is to interview for a job, all of the details in terms of who, when, and where the client should interview would be arranged during this stage of the counseling process. The counselor or client or both would perform the necessary tasks they had decided upon (7.4) and then decide if the strategy and tasks had been completed (7.5). If not, the counselor and client could "recycle" to 7.2 in the model and repeat the functions of this subsystem. Different intermediate objectives or operational steps may be selected in order to successfully carry out the counseling strategy.

Subsystem 8.0—We now move to a series of functions involving evaluation. This is the subsystem contained within *Systematic Counseling* that is designed to determine to what degree counseling was effective in assisting a client. It is this subsystem that permits a counselor to be accountable to his client and to the public.

First, client performance is evaluated, both in terms of improvement over the baseline or presenting level of problem behavior (8.1.2), and in terms of whether the objective for counseling has been attained (8.1.3). If the objective has not been attained (8.2), it is then necessary for the counselor and client to "recycle" to 5.1 (Identify Concerns) or to 6.2 (Establish Desired Counseling Outcome), and repeat the necessary steps in the counseling process. When a counseling objective is attained (8.2.2), the counselor and client then discuss whether there is a need for further counseling (8.3). The client may wish to pursue another concern (8.3.2) and so would be "recycled" to 5.1 where that concern would be identified and the counseling process would continue from that stage. In other instances, a client might wish to work on a new aspect of his original concern (8.3.1). In this case, he would be "recycled" to 6.2 where the desired counseling outcome would be established. If the client and counselor decide that there is no need for further counseling (8.3.3), they would move to the next subsystem of *Systematic Counseling*.





Subsystem 9.0—When the client indicates there is no need for further counseling, the counselor proceeds to terminate contact with client. He does this by verbally structuring for termination (9.1) to inform the client that their counseling relationship will be ending, by managing any client or counselor resistance to termination (9.2), and finally by conducting transfer-of-learning operations (9.3). Transfer-of-learning involves teaching the client how he can use the problem-solving or decision-making skills of the counseling process to help resolve many of the problems he faces in his daily life.

Subsystem 10.0—The last subsystem involves an evaluation of the counselor's performance. The counselor and his supervisor use the *Performance Criteria Manual for Systematic Counseling* to determine how well the counselor carried out his responsibilities. This information is discussed to provide "feed-back" (notice the circle that contains an F on the flowchart) to the counselor so that he can modify his behavior so as to be more effective with his next client. This feedback loop emphasizes the self-corrective nature of the process of *Systematic Counseling*.

■ ■ ■

Distinguishing Features of the Model

Several features of *Systematic Counseling* when taken in combination, serve to distinguish this model from other approaches to counseling:

1. The counselor and client jointly establish a desired counseling outcome and then work toward attainment of a specific outcome objective.
2. The desired counseling outcome is stated in terms of specific observable behaviors.
3. The counselor directs specific learning experiences designed to help the client attain his objective.
4. An attempt has been made to identify the elements of the counseling process and to place them in an optimal sequence. It should be noticed that while this sequence is considered ideal for most situations, flexibility is provided for unusual circumstances.
5. In this approach, couseling is viewed as a learning process. Through counseling, the client learns new ways of obtaining information, making decisions, and responding to his environment. Moreover, he learns how to apply this knowledge to other situations beyond those concerning the problem which brought him to the counselor.
6. The counselor uses a wide variety of resources in terms of techniques, strategies, and people to help the client attain his desired counseling outcome.
7. The model has been designed to be self-corrective. The results from evaluating the counselor's behavior are fed back to the counselor to help him improve his effectiveness in counseling.
8. The model of *Systematic Counseling* is an "open" system that is available for inspection and criticism by the counseling profession. It can be, and is being revised as errors are found and new counseling functions are discovered. The model can also be misused. The functions shown in the flowchart can be performed by a counselor in a mechanical fashion and without sensitivity and regard for the client. A counselor, before he can make effective use of the flowchart, must be able to provide those qualities and conditions that enable two individuals to establish and maintain an effective counseling relationship.
9. Accountability is emphasized. Both the counselor educator and the counselor trainee utilize a model that graphically describes the specific tasks and decisions to be learned by the trainee. When accompanied by the *Performance Criteria Manual*, this model permits an objective evaluation of the performance of the trainee. Likwise, the model of *Systematic Counseling* makes it possible for the counselor and client to evaluate the client's performance in measurable terms. Finally, the counselor can be accountable to the public as he performs the functions described by this model.

Performance Criteria for the Model

Performance criteria or standards have been established for all of the elements of the counseling process shown in the model of *Systematic Counseling*. Space does not permit a full description of all criteria; therefore, only selected examples of the performance standards are presented below. Again, you will probably find it helpful to refer to the flowchart in Figure 1 as you study the criteria.

Function 4.1 (Decide if Formal Structure is Needed)

Criteria for a YES decision (4.1.1)—All referrals who are being seen by a trainee for the first time must be provided with formal structure even though they have been previously interviewed by another counselor.

Criteria for a NO decision (4.1.2)—The client has been seen previously by the trainee when structure was provided, and the client responds immediately when invited by the trainee to discuss his concerns.

Function 4.2 (Decide if Time is Appropriate)

Criteria for a YES decision (4.2.1)—A client does not respond to the invitation of the trainee to discuss his concerns and/or show symptoms of anxiety such as blushing, shifting weight in his chair, looking away from the trainee, wringing his hands, playing with objects, or slow, hesitant speech.

Criteria for a NO decision (4.2.2)—A client responds immediately when invited by the trainee to discuss his concerns. Structure, then, is provided during 5.0 (Construct Model of Client Concerns), or 6.0 (Decide Goal for Counseling), or at the termination of the initial interview.

Function 6.4 (Establish Outcome Objective)

Criteria for 6.4—The trainee and client must verbally reach a contract to work toward an outcome objective that: (a) is stated in behavioral terms, (b) indicates a standard of minimum performance, and (c) indicates the conditions under which the behavior is to be demonstrated.

Instructional Objective for a Course in Counselor Education

The criteria for evaluating a trainee's performance when using the model of *Systematic Counseling* are based upon individual performance rather than the relative performance of an entire group of trainees. The following course objective shows only the minimum level of performance expectancy. Higher grades are earned by trainees who successfully counsel additional clients.

> The minimum performance expectancy, or 3.0 grade for trainees during this term (10 weeks), is that they will attain the following objective:
>
> Upon completion of counseling practicum, the trainee must have performed the functions shown in the *MSU Flowchart of Systematic Counseling* with a minimum of three clients. To be considered adequate the trainee's performance must meet the specifications listed in the *Performance Criteria Manual for Systematic Counseling* and must be exemplified in audio or video recordings of the trainee's interviews. At least two of the counseling cases must require task operations other than providing information.

The Challenge to the Counseling Profession

Eckerson (1971) has suggested that APGA has received an implied mandate from the 1970 White House Conference on Children to become accountable as an institution in terms of assisting the consumers of counseling services to live successfully as they approach the 21st Century. Counselors and counselor educators can cooperatively play an important part in meeting this challenge by designing relevant counselor training programs that set forth the specifications for the type of counselor the program is expected to produce, the minimum level of performance that a counselor must demonstrate, and the specific conditions under which he must demonstrate his level of proficiency. While our first models for attaining the above goals may be crude, they will be tangible models that can be criticized, debugged, and improved. Furthermore, these models can be made available to our consumers who can evaluate and compare as to the value of the product in which they may choose to invest their time, finances, and commitments.

Help for Jobless Engineers

Many people argue that the merits of our wartime economy have been few, but for thousands of engineers, scientists and technicians, the demise of Vietnam spells joblessness. The situation is expected to worsen as defense oriented companies retool for work in civilian fields.

Right now, there are an estimated 40,000 to 45,000 unemployed scientists and engineers, plus another 150,000 or more jobless technicians. But there is also a wide variety of help available to the jobless. Among these:

TMRP, Technology Mobilization and Re-employment Program, a $42 million, two-year effort funded by the Labor Department (offers grants of about $150 for job-hunting expenses plus moving expenses for commuters and stipends for institutional training). For information contact the Engineers, Scientists and Technicians Job Development unit of your nearest state employment service.

The National Registry for Engineers. Also funded by the Labor Department and operated by California's Department of Human Resources Development, the National Society of Professional Engineers, and other professional societies. The project serves the entire country; 12,000 engineers are currently registered. Contact: National Registry, 800 Capitol Mall, Sacramento, CA 95814.

US Training and Employment service. Has computerized job banks throughout the country. Contact your local federal employment service.

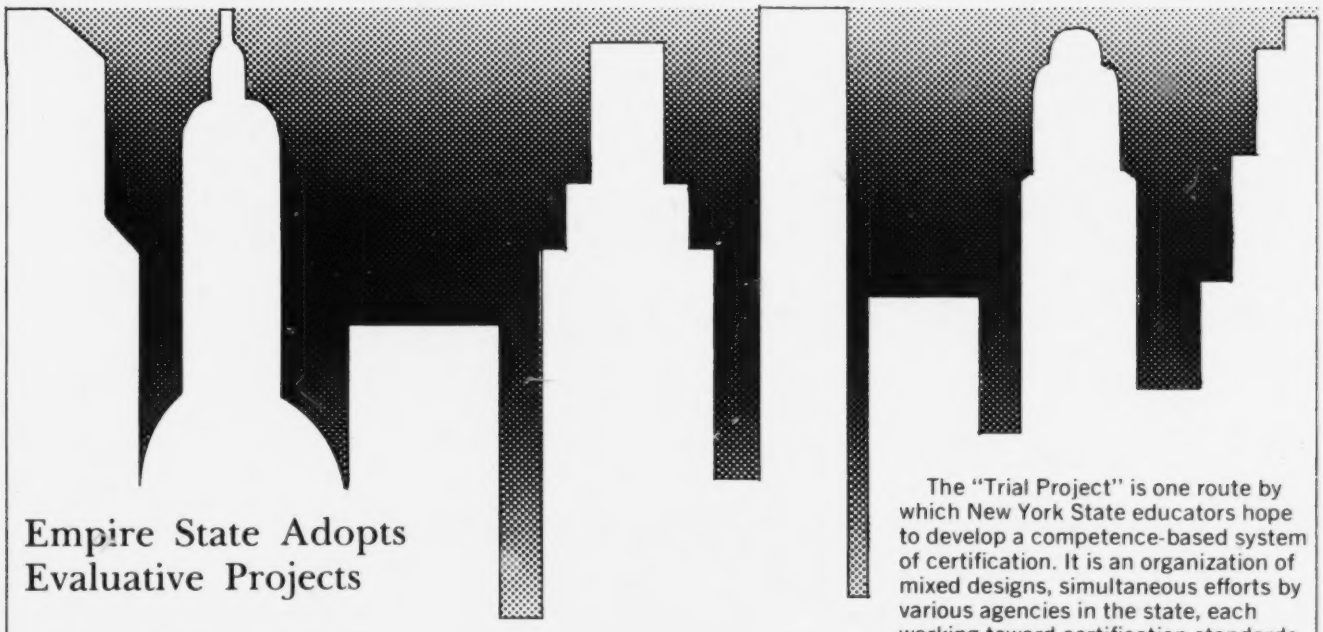
VEST, Volunteer Engineers, Scientists, Technicians. Has a selective do-it-yourself job matching service in 27 cities. Sponsored by the American Institute of Aeronautics and Astronautics and the Labor Department. VEST addresses are available through state employment offices.

GRAD, The College Placement Council's Graduate Resume Accumulation Distribution System. A computerized job placement service for engineers. Special resume kits are available at the Engineers Joint Council, 345 E. Forty-Seventh St., New York City 10017.

PEERS, Professional Engineers Employment Referral Service. Run by the National Society of Professional Engineers at 2029 K. St. N.W., Washington, DC 20006. Service available to NSPE members and to members of the Institute of Electrical and Electronic Engineers.

Other professional societies also maintain referral and counseling services. The US Civil Service Commission's Bureau of Recruiting and Examination has a national referral center too.

Because *Impact* is aware of the controversial nature of the Systematic Counseling Model and the strong feelings that many counseling professionals have toward its construction and use, we will present an extensive reaction to the model in a subsequent issue.



Empire State Adopts Evaluative Projects

The Professional Advancement Committee (P.A.C.) of the New York State PGA has organized and trained Professional Advancement Teams (P.A.T.) to visit schools, at their request, to provide consultative and evaluative services. The immediate goal of this committee is the development of statewide standards and assessment criteria for guidance programs.

Through this program NYSPGA hopes to

1. upgrade guidance programs and counselor competencies;
2. provide approved facilities for training counselor interns;
3. register and approve guidance programs according to minimum standards adopted by NYSPGA-PAC in cooperation with the State Bureau of Guidance.

The P.A.T. is a hybrid group of counselors, school administrators, counselor educators and representatives from the State Bureau of Guidance operating out of local chapters of NYSPGA.

P.A.T. makes two site visits in its evaluative process—the first consultative and the second evaluative. After a visit is requested, P.A.T. sends a letter of acceptance to confirm the mutual agreement of all concerned for the visit. A liaison counselor is appointed and administrative information about the school is provided to P.A.T. Specific information is requested of the guidance department: (1) philosophy and objectives of the guidance program; (2) description of the program and a yearly calendar; and (3) administrative organization. An orientation visit precedes the P.A.T. consultative visit. This session includes key staff members and sets up the procedures to be used, the time schedule to be followed, and the people to be interviewed. Prior to the consultative visit, the P.A.T. reviews, interprets, and summarizes questionnaires completed by students, school staff, parents, administrators, and board members. During the visit interviews are held with these groups. Following up the consultative visit is a review session of P.A.T. findings by guidance chairmen, counselors and sometimes administrators. Then a written report of findings and recommendations is submitted. A time schedule is planned by the guidance department visited to act on the report. After recommendations have been acted upon, the P.A.T. is invited for an evaluative visit. If this visit shows that specified criteria have been met, the P.A.T. recommends to the P.A.C. of NYSPGA that the program be approved and registered.

The Professional Advancement Committee of NYSPGA has prepared a handbook which provides process and source materials to P.A.T. members. For further information contact:

Eugene Zola, Executive Director
NYSPGA
Richardson Hall
Room 378
135 Western Ave.
Albany, N. Y. 12203
Telephone 518-472-6278

. . .

The "Trial Project" is one route by which New York State educators hope to develop a competence-based system of certification. It is an organization of mixed designs, simultaneous efforts by various agencies in the state, each working toward certification standards in its own self-defined area.

With *A New Style of Certification* (Spring, 1971), the State Division of Teacher Education and Certification invited groups to form experimental projects and set forth four chronological steps which these projects must accomplish. Briefly, the steps involve:

1. planning, developing, monitoring and evaluating, performed by a policy board with representatives from given areas (e.g. public schools, teachers, students, institutes of education) in a "parity relationship."
2. facing and resolving in some manner questions of objectives, priorities and desired competencies of teachers and counselors in the schools.
3. establishing criteria and procedures for evaluating candidates for certification.
4. establishing a management system to provide data and determine accountability for the various aspects of the program.

Twelve Trial Projects have been recognized to date; one is presently being developed to encompass counselor competency. Reports indicate that initial issues center around establishing equality and communication among policy board members, particularly as related to their differing points of view and their possible roles on the board. Within the future scope of this project, however, is a much more complex problem: the overview of all separate designs in search of some fruitful converging lines.

THE PROS AND CONS OF ACCOUNTABILITY

Impact asked several people in the state of Washington to express their views on performance based certification. The following is a response to our question from N. A. Nikolas, Director of Student Personnel Services, Kent Public Schools, Kent Washington.

The word "accountability" has been carried in the dictionary for many years. There is hardly a person living today who doesn't agree that what this country needs is greater accountability. Yet when the concept of accountability is transformed into applied accountability some rather interesting things begin to happen. Before we begin to discuss the effects of accountability on people, let's first explain what we mean by the term and the process.

In the first place, accountability need not be coincidental with authority, punishment, control, bossism, or the like. Rather, it is the process by which professional workers at all levels interact to bring about the successful achievement of pre-determined and mutually agreed-upon goals and objectives. For counselors, this can mean the determination, with their supervisors, of district-wide goals as well as individual expectations within building programs. Further, it means the establishing of an environment within the department wherein open and honest discussion can take place among supervisors and staff in a climate of friendliness, courtesy, respect and trust. To achieve this, the supervisor must communicate to his staff his confidence and trust in them individually and collectively as persons and as professional workers. Without this, the move to a higher level of functioning involving accountability and personal responsibility cannot easily be reached.

The supervisor must subsume any feelings of authority or superiority and, instead assume the role of facilitator and coordinator. The supervisor should move from a "telling" role to an "asking" role. He should also recognize and accept the individual and unique characteristics of each staff member and his working environment and accept the fact that the routes to goal achievement can indeed be varied.

In setting district-wide goals, it is the wise administrator who reaches out and surveys a wide, representative group. Parents, teachers, principals, students and others within the educational community should be included. The object of this effort is to learn what the "clients" feel they need from the pupil personnel services staff. These should be ordered and prioritized through the process of consensus and appropriately placed in elementary or secondary school levels. These then can be accepted as district-wide program goals. The point cannot be emphasized strongly enough that a successful program is that which meets the needs and expectations of the people it serves.

Once program goals have been established, it remains for each counselor to plan his program within the unique environment of his building, in such a way as to meet the larger goals established for the system. He will need to identify certain near point and long term objectives which, when realized, will contribute toward accomplishing the larger goals. When these objectives and the proposed blueprint for meeting the objectives have been formulated, they should be reduced to writing and shared with the supervisor. Once the supervisor accepts the plan, it becomes a contract between him and the individual counselor and the forces of cooperation and accountability are set in motion.

The process, when properly implemented, sets up a close working relationship between and among all professional workers. Once the goals and the objectives have been set, then it is a matter of working the plan, modifying it when necessary, evaluating progress and assessing the level of attainment. This is accountability.

Supervisor and worker together critically evaluate the outcome, determine the reasons for failure, if such is the case, restructure the plan, and try again if it is determined that the objectives are still valid.

PROS The activities described above provide for a cooperative working relationship among authority figures and workers in an atmosphere that is goal directed. All staff members have an opportunity to participate as co-equals and each investment made becomes a commitment. The end result is a department wherein each staff member knows where he is going and what is expected of him. He knows

he can count on his colleagues and supervisor for support and assistance. He can describe his function and his program to lay members of the community in terms that are specific and understandable. He knows when he has succeeded because he knows his objectives and when he has reached them.

The program also serves to establish a closer identity with teachers and administrators in his building because they participated in establishing building guidance objectives. The counselor becomes visible and his efforts are better understood by those with whom he must work most closely. A spirit of identity develops between the counselor and teachers because they know what he is trying to accomplish.

CONS As is true of all things, there are negative aspects to the program as well. First and foremost, the program calls for a supervisor who is himself a confident, assured and benevolent person. A person who can share some of his authority; who can trust his staff to do a professional job with minimum supervision; who can stand beside a subordinate as a helpmate; who can accept failure graciously and success with humility. The supervisor must be the kind of person who believes in the team concept and has the skill to develop a team spirit within his staff.

The program takes time, a precious commodity in today's world. Yet, time is an essential ingredient. Time to communicate a concept; time to train the staff; time to plan a program; time to set meaningful goals and objectives; time to evaluate; time to work; time to think.

Counselors particularly abhor such planning. The cry has been heard repeatedly that their constant involvement with counselees, with crisis, with scheduling, with a myraid of responsibilities and a constant array of problems precludes taking such time. Yet, counselors themselves are the target of abuse from people who don't know what a counselor is doing all day long. A counselor can ill afford not to do it if he is to survive in a time when accountability in the schools is becoming more than just a catchy phrase.

Searching?

for current information on Outreach Counseling, Support Personnel, Counseling the Aging or Program Evaluation and Accountability?

Try Searchlight

Relevant Resources in High Interest Areas

(see *Impact* 2-1, pp. 40–41 for a complete listing of all our focused searches)

It doesn't have to be the Impossible Dream.

Underground Soundings

The theme this issue: What is Underground? Have you given any thought to: why a person would work for an underground paper; how you conceptualize suicide (as a public wrong or a civil right); the political aims of the Women's Movement; the rights we *don't* allow mental patients? These thoughts involve our rights both to choose and to act upon a life style.

Let's start with a review of the term "underground press."

> What's an underground paper, anyway? There's no official definition, of course, but I think a majority of the people working on underground papers might accept this one: An underground paper is one which is run on a noncommercial basis, is dedicated to the goal of revolution (or a "new world"), is responsive to revolutionary movements and the needs of oppressed people, is put out by people who are organized collectively and who define themselves as activists (rather than as "journalists") reflecting and incentivating a radical movement in America.
>
> *Chicago Seed*
> **Volume 1, No. 11, p. 7**

Based on this operational definition, the revolutionary voices of the New Left would include: *Liberation News Service (L.N.S.)*, a twice-weekly news bulletin in its sixth year of publication: the *Chicago Seed;* and Detroit's *Fifth Estate*. However, not included as "underground" would be such alternate media as the *Village Voice*, the *Los Angeles Free Press, Rolling Stone, Boston After Dark*, and the *Boston Phoenix*. Why "alternate media?" Mostly, the latter newspapers have met with commercial success and/or are organized along a hierarchical (line-staff) basis, where staff people have titles, specialized jobs, and are paid a more or less normal wage.

Underground papers and their staffs, like commercial newspapers, operate out of certain tensions. One tension is between political purity and commercial success. For example while the underground press will present a politically active position, it will usually have to face the issue of whether to modify its stance in order to increase readership. The tension is an old one: How much compromise do you absorb in order to sustain your existence? Another tension arises out of the U.P.'s difficult venture in attempting to preserve the unity of politics and culture. How much simpler it is to speak of each sphere as discrete, not intertwined!

A recent book by Robert Glessing on *The Underground Press in America* praises the U.P. as a necessary cutting edge:

> The Modern American underground press—with all its cultures and political faces—has provided the only consistent radical critique of fundamental American institutions. It has been a watchdog press. And it will not go to sleep.

While appreciating this praise and sympathetic support, the *Seed* reviewer adds, in honesty, that the underground press is, above all, premised on participatory journalism. The fact that Glessing is a non-participant, then, does not help to validate his argument and perspective in the book.

However, an inside perspective is offered in the same issue of the *Seed*. Two staff members write about the results of the summer's reexamination of the direction of the paper. Recognizing that the paper was begun as a manifestation of the cultural rebellion and personal alienation of young people in Chicago, they have seen it develop 1) a class line—that the U.S. is a class society run by and for the rich, and 2) an understanding that the basis of our whole economic system is the exploitation of working people for production. Their biggest criticism of their jobs is stated thusly:

> People worked *on* the paper—tied down to the office—rather than getting out, talking to and organizing people—working *off* the paper.

Their decision became obvious—to leave the paper in order to get out and organize, to become active again. The rationale?

> We didn't help put out the *Seed* simply so there would be a paper—we wanted to have a paper in order to help build a movement against imperialism.
>
> *Chicago Seed*
> **Vol. 8, No. 11, p. 14**

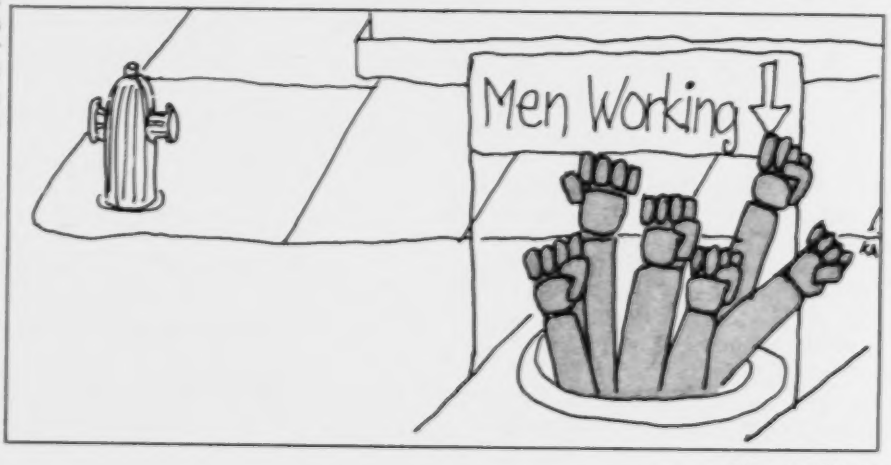
Their level of awareness has been increased to the point where they realize they have forfeited the creation and maintenance of on-going work with people in favor of publishing a paper. Thus, the interplay of tension becomes apparent—how to balance the role of writer-observer with the role of participant-activist, both of which roles help to define the operational commitment of working for the underground press.

• • •

A related kind of political dilemma is afoot within the Women's Movement—what women view as the root of their problems and how they see change coming about. Many people, both within and outside of the movement, male and female, have viewed the movement as a "woman first" approach. Rather than advocating a separatist movement, the movement has a different goal:

> . . . not to replace the capitalist ethic of "every man for himself" and "every woman for herself." If our belief is that every human being has the right to control her/his life, to decide what kind of work she/he will do, to have a say in how institutions affecting her/him will be run, we cannot support all women candidates.
>
> *her-self*
> **Vol. 1, No. 5, p. 4**

Instead, they are defining as their goal for change enabling all of us to gain con-



trol over our lives. How? By supporting women and men who will be bound by the decisions of an open and collective body (not politicians who decide *for* the people!); by supporting those who push strongly for a socialistic redistribution of the wealth (when it isn't the case that 5% of the people hold 50% of the wealth!); and by supporting those who will work for community and employee control of our social institutions.

Why? Because of certain assumptions about our present system: 1) that as a system, capitalism is dependent on the oppression of some segments of the population; 2) that decision-making powers are centralized, and elected (appointed) officials are not bound to a specific platform; and 3) that the power structure itself is both oppressive and corrupt.

So what? How do you move to change this prevailing situation? By questioning the philosophical assumptions of our society and by changing some or all of these assumptions as necessary to re-order our social priorities.

The capitalist system can stretch enough to include a sizeable minority of women into the realms of business, government, medicine, etc. But the capitalist system is not designed to encourage the creativity, resourcefulness, and intelligence of all women and men. This would not be profitable both in terms of sheer monetary gain and in the ability to manipulate. The end to sexism will not occur with women working as contributing members at every level of capitalist society (even if this were possible). The end of sexism will begin with women and men working toward a democratic, socialist society, one which will utilize the talents and strengths of all.

her-self
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And isn't this goal the theoretical ideal of democracy?

• • •

Have you ever thought about the rights granted patients in mental hospitals? This thought has struck home, here, on two accounts: 3) I have worked as a psychiatric aide in a psychiatric hospital; and 2) I have just seen the November issue of *Rough Times*, devoted exclusively to "mental patients rights and organizing." Perhaps, the shame of the matter is that it has taken the organization of different mental patients liberation groups around the country to define and safeguard those rights a patient should expect. Before the formation of these coalitions, and without such groups in many mental institutions even still, thousands of patients were and are without such basic (existential) rights as:

- treatment with dignity and respect;
- privacy;
- a safe, clean and wholesome environment;
- freedom from seclusion and restraint except on a doctor's written order, for specific reasons and for a limited time—and never for punishment;
- unhampered communication with persons outside the hospital;
- being able to sell things made and to keep the money;
- release as soon as hospital care is no longer necessary or on proper notice if a voluntary patient;
- a clear explanation of treatment in words they understand;
- refusing treatment;
- refusing to be used for teaching or research purposes;
- reading and making changes in all printed forms they are asked to sign;
- being informed of all hospital and ward rules;
- their Constitutional rights;
- confidentiality of their records; and
- having the help of an independent doctor, presenting their own witnesses and evidence, having a lawyer, and appealing the decision of a commitment hearing.

Drawn from *Rough Times*
Nov. 1972, p. 12

Each of the liberation group statements in this issue refers either to the abuses of the psychiatric industry, of institutional psychiatry or to the social and political oppression which underlies mental illness. The basic assumptions they make about mental illness differ markedly from those made by the present "psychiatric dustry." Generally, the present psychiatric industry operates on a medical model of the world (or society) as a sane and reasonable arena in which to live. Thus, when you can't "hack it," i.e. become "mentally ill," you need to "readjust" to society and then re-attempt to hack it in this same, sane and reasonable arena. On the other hand, the liberation groups have as a basic premise that often the reason a person doesn't make it in society is because of certain existing social and political oppressions within that society.

The crux of how we view "mental illness" lies in who will take the rap—the individual (which the "psychiatric industry" would have us believe) or the social system (which the liberation groups and other third force people would have us believe). Obviously, the question is an important one, since how we answer it will determine *what* we deal with as the "causes" of the illness. For example, if the individual is responsible for his mental illness, then we can isolate him and attempt to "heal" his illness, in order that he be returned again to society. But if the society is at fault, our form of therapy will differ drastically. Rather than attempting to help the person "readjust" to society, the therapy will focus on the oppressive societal conditions that have helped to create the person's "mental illness" and may include some group work that gets into how real, substantial change in these social conditions can be effected.

Our perspective on suicide, as a public wrong or a civil right, is very much bound up in where we place the responsibility for "mental illness." Suicide can be thought of as an individual's *choice*, as is argued by the Mental Patients Liberation Project of New York.

We must accept the fact that suicide is an individual's choice, not his malady; and that this "choice" is not uninfluenced by external, collective forces and powers. Suicide is a social phenomenon, not a psychiatric problem. We must begin to divorce suicide from the field of psychiatric "medicine" and approach it anew with the tools of sociology and psychology. We must approach the question in a democratic atmosphere inviting an open national dialog, and approach it with consummate respect for the individual's right to make the final decision regarding his existence.

Rough Times
Nov. 1972, p. 21

Suicide might also be socially condemned or religiously censured. This perspective would support the present-day practice of committing any person who attempts to commit suicide to a mental institution.

A third argument rejects the second argument outright, stating that moral and legal sanctions against suicide are abominable and constitute an additional tool of punishment and control. This argument also takes the first one to task for not dealing with the real issues, which it says are political.

. . . but how ridiculous the argument becomes, what a waste of time to argue "rights" in bourgeois terms when the oppression that makes people want to inflict pain or kill themselves should be the focus of attention.

Ibid.

Their response would include the following:

Every potential suicide is a potential fighter for his/her own freedom and that of others. The main message that should be brought forward to suicidal people at this time is to analyze politically the conditions that have made their despair, to turn their anger outward, and to fight back to the end.

Ibid.

I would raise two questions of the third argument: 1) isn't it academic to argue and expect that a suicidal person, who by definition is imploded or turned in on himself, will be able to "explode" and turn his anger outward; and 2) aren't you coopting that person's solution by giving him *your* solution?

• • •

What is underground? In part, underground is getting beneath the societal facade for deeper meaning for all people; in another sense it is rediscovering personal freedom—inside the mind, inside the self. It's tunneling in to get out.

MAINTAIN THE STRUGGLE!

Students As a Gauge of Guidance Success

by Robert W. O'Hare

Robert W. O'Hare is Associate Director of the Southwest Regional Laboratory for Educational Research and Development [SWRL] in California. He received a doctorate from the University of South Dakota in educational psychology and guidance and a masters degree from the State University of Colorado. He has had teaching, counseling, and administrative experience at the elementary and secondary levels.

In the frenzy of developing accountable guidance, a fairly traditional approach to evaluating counselor effectiveness may be overlooked—evaluating students. Their success in attaining certain goals attests to the effectiveness of the guidance techniques used to achieve these results.

O'Hare offers some concrete guidelines for establishing goals and following up programs which work toward these goals with evaluative procedures. Although these will not lead to a comprehensive system of accountability, they do afford a small, manageable area of evaluation which can improve counseling practices.

Although the term "accountability" is timely and important, a more important emphasis is evaluation of student's progress as a means of determining to what extent one has improved guidance and other pupil personnel programs. This position is taken not because of the controversial nature of accountability but because the term is used inconsistently. Also, it is possible to discuss student evaluation with greater precision.

For example, Glass [1972] discussed the inconsistent use of the term "accountability." "The term drips with excess meaning," he states. "In recent months it has been applied variously to 1) the statement of instructional objectives, 2) performance contracting, 3) voucher systems, 4) economic input-output analysis, 5) accreditation, 6) community participation, and so forth. Empiricists have been "far too tolerant of the promiscuous use of the term . . . . "

Need for Evaluation Strategies

Though terminologies may differ, there is little disagreement, that improved strategies for evaluating guidance programs are needed.

With few exceptions, the evaluation strategies currently applied to guidance and other pupil personnel programs leave much to be desired. They generally fail to provide the information necessary to assess the degree of attainment of program objectives. Worse, they often negate the achievement of programs and fail to provide information which could become the basis for improvement.

Pupil personnel workers are not unique in this regard. Similar difficulties are encountered in other areas of education, such as in the evaluation of instruction. Many educators still depend on standardized tests to evaluate the effectiveness of instruction. Also, many, perhaps most instructional programs in use today—have not been tested adequately to determine the degree to which pupils are

able to achieve instructional outcomes claimed by the program. Many instructional programs have not even identified outcomes pupils should be able to achieve as a result of using the program.

> It is difficult to find objective data that demonstrates the outcomes of pupil personnel programs. The difficulty may be due to lack of program achievement, but more likely it is related to lack of agreement of program goals and lack of appropriate evaluation strategies. (O'Hare, 1971, p. 3)

Levels and Categories of Educational Decisions and Responsibility

Confusion sometimes exists in the implementation of evaluation strategies because of failure to differentiate levels of evaluation. It should be determined, for example, if the purpose of an evaluation is to assess effectiveness at the level of the school district, school, or individual counselor or client.

Monograph 3 (Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives) published by the California Personnel and Guidance Association (1971) (reviewed in this issue) describes levels of responsibilities:

Level	Includes	Responsibility
Policy	Policies	Board of Education, Legislature
Program	Program Goals	Administrative Staff
Operational	Operational Objectives	Pupil Personnel Staff
Behavioral	Behavioral Objectives	Pupils, Pupil Personnel Staff

Each of these levels, of course, could provide a basis for evaluation.

Another troublesome area is in regard to categories of evaluation. Should the emphasis be on process or outcome?

Monograph 3 also emphasizes the importance of outcome evaluation:

> Useful evaluation of the pupil personnel program itself and of the progress of individual pupils in the program must be based upon assessment of pupil attainment of the intended outcomes. Nonetheless, use of preplanned outcomes as the basis for evaluating pupil personnel programs is still a rare procedure. Although the concept of objective-based evaluation has received much greater popular acclaim in recent years, there has been relatively little significant change in evaluation procedures since Wellman's (1967b) observation that the usual criterion for the adoption of specific guidance procedures and techniques has been professional judgment rather than objective evidence.
>
> In the evaluation of pupil personnel programs, professional staff members have often treated the particular procedures used in the program and the underlying guidance theories as the most important criteria for evaluation. It should be apparent that the process or procedures and the theoretical approach are means to an end, not goals in themselves.

It should be added, however, that the information collected in an evaluation relative to the degree of attainment of intended outcomes can also be used to evaluate the effectiveness of guidance process as it relates to each outcome and to identify individual pupils who need additional guidance on given outcomes.

Objectives-Based Guidance Programs

Assuming that guidance programs exist to provide students the opportunity to attain certain desired outcomes, expected outcomes must be identified and stated, as only their statement can provide a basis for current and future evaluation strategies in guidance.

Two sets of measurement terms have important implications for objectives-based guidance programs. These sets of terms are criterion-referenced and norm-referenced measurement and formative and summative evaluation.

Criterion-referenced measurement assesses pupil attainment of specific outcomes. Criterion-referenced procedures enables guidance personnel to state whether or not a pupil or group has attained a given outcome. For example, the statements that "John made a vocational choice congruent with his measured interest and ability" or that "Seventy-two percent of the senior class made vocational choices congruent with their measured interest and ability" are statements that could be made on the basis of criterion-referenced measurement.

Norm-referenced measurement ranks an individual's performance in relationship to others. For example, percentile scores, intelligence quotients, and grade-placement scores are norm-referenced measures. They indicate a particular standing relative to others, but they do not indicate the specific skills or outcomes that the pupil has or has not attained.

Both norm-referenced and criterion-referenced measurement have potential uses in pupil personnel programs. Norm-referenced measurement uses might include the selection of pupils for programs for the educationally gifted or mentally retarded. Whereas norm-referenced measurement facilitates selection decisions based on general ability, criterion-referenced procedures are more useful for making decisions about the specific needs of individual pupils and potential improvements to be made in guidance processes.

Counselors, although sometimes weak in their understanding of the learning process and subsequently inadequate in the help they can provide students experiencing learning difficulties, need to be cognizant of a developing technology in education which emphasizes high achievement by *all* students. This technology demands a skewed learning curve and decries the acceptance of a bell-shaped curve as an excuse for low-performance by one-half of the students. Central to the technology is the development of materials and procedures in which outcomes to be achieved by pupils are stated precisely, activities which promote the attainment of the outcomes are included, and evaluation items (criterion-referenced) relating directly to the measurement of outcomes are used. Further, development of materials continues until an optimal level of achievement—perhaps 80% of the pupils achieving 80% or more of the items—is attained. In-

structional programs developed by SWRL (Southwest Regional Laboratory at Los Alamitos, California) have utilized such technologies.

It is possible in school programs to combine norm-referenced measurement with a specified criterion. An example of this situation is the use of a given gain in grade-placement scores or percentile rank as the intended outcome of a program. Since it is likely that few guidance programs would be considered as fully developed programs and that most guidance personnel are continually attempting to improve programs, *formative evaluation* procedures may apply to guidance programs.

Summative evaluation derives descriptive statements about the effects of the program; it normally involves evaluation of programs in a finally developed form. In summative evaluation, little or no attention is paid to procedures for improving the program or programs being evaluated.

Strategies for Evaluation

Basic to any proposed evaluation strategy is the notion that evaluation practices must be improved, that they must be based, in part, on the use of specific outcomes and criterion measures, and that sophisticated experimental design or extensive research need not be included in every evaluation.

Guidance personnel are sometimes overwhelmed by the seeming complexities of the evaluation process. Although guidance personnel need to become familiar with the evaluation process, they need to decide realistically the amount of evaluation they should attempt. How much can be accomplished the first year? What is a reasonable beginning point? For some, the statement of specific guidance outcomes would represent a major, worthwhile breakthrough. It is not necessary to complete all the steps of the evaluation process in one year. It is far more prudent to plan the evaluation process to take place over a period of years and select a beginning point and an amount of work with which one can be successful. A small *successful* beginning is more useful than a large *unsuccessful* attempt at evaluation.

Evaluation of guidance programs or sequences can entail all or part of the following considerations:

1. Stated Outcomes
2. Criterion Measures
   - Pretest Measures
   - En Route Measures
   - Posttest Measures
3. Components of the Guidance Process
   - Process Variables
   - Situational Variables
   - Pupil Variables
   - Human Support Variables
4. Cost Effectiveness
5. Between-Program Comparisons

Pupil personnel professionals initiating an outcome-referenced approach to evaluation should generally move vertically from considerations 1 through 5, systematically undertaking only what is practicable for them.

1. *Stated Outcomes.* Stating outcomes is an essential first step in effective pupil personnel decision-making. Outcomes stated in terms of observable pupil behavior facilitate selection of methods, materials, and assessment measures for promoting and verifying outcome attainment.

   *Do staff members understand the technology involved in the development of specific outcomes?

   *Are these objectives statements of specific outcomes?

   *Can counselors and other staff members identify the specific outcomes they are attempting to achieve as they work with each other?

2. *Criterion Measures.* Criterion measures assess a pupil's attainment of desired program outcomes. Minimal acceptable levels of performance, called criterion levels, are established for each outcome.

Relevant questions for criterion measures include:

   *Can guidance personnel compare and contrast criterion-referenced and norm-referenced evaluation?

   *Are guidance personnel able to develop criterion items to measure specific, observable behaviors or outcomes?

   *Are guidance personnel able to identify and select appropriate available instruments which could be utilized as criterion measurements?

The effective use of these outcomes and measures can result in a meaningful evaluation program. Certainly, the usefulness of an approach using only these two levels would provide more useful information than a more elaborate and costly procedure that did not focus specifically on attainment of intended outcomes.

3. *Components of the Guidance Process.* The information collected in the first two levels of consideration enables the evaluator to extend the evaluation into subsequent levels. Components of the Guidance Process refers to the degree to which relevant variables in a guidance sequence are identified, and program revision as well as program replication are facilitated. To identify potential improvements, for example, it is important to determine which outcomes were not attained by which pupils. The methods and materials used in attempting to promote the outcomes should be explicity identified.

Relevant questions here include:

   *Are guidance personnel aware that the guidance process can be conceptualized as involving many components in addition to that which might be described as interaction between the counselor and student?

   *Do guidance personnel understand that *process* re-

fers to the procedures and materials applied to produce specific, observable outcomes?

4. *Cost Effectiveness.* Guidance programs have been vulnerable to school budget curtailments, partly because of inadequate strategies for verifying program accomplishments. Information on cost effectiveness of guidance sequences provides the pupil personnel specialist with baseline data that will enable him to demonstrate and enhance the effectiveness of his important services.

Relevant questions include:

*Do guidance personnel realize that they are responsible for the effective utilization of resources?

*Do guidance personnel understand the relationships among effective management, cost effectiveness, and evaluation?

5. *Between-Program Comparisons.* The comparative effectiveness of guidance programs that have some objectives in common can be determined through fair testing procedures. Program fair tests are criterion-referenced, and include items that reflect both the common and the unique outcomes of the sequences being compared.

Relevant questions include:

*Are staff members aware of the potential benefits of using program fair procedures as an aid in selecting or identifying the best guidance programs for a given school from among competing sequences that have some objectives in common and some that are unique?

*Do staff members understand the technology involved in the development of program fair tests?

Evaluating Materials and Equipment

Materials and equipment used in the guidance process can have a considerable effect on the outcome. It is, therefore, necessary to evaluate materials and procedures before their purchase or use. Today, with the increasing use of equipment in the guidance situation, it is incumbent upon counselors to employ only equipment which contributes to the attainment of identifiable outcomes.

For example, microfilm and microfiche, used in guidance programs with increased frequency, need to be evaluated. An area which is likely to mushroom in the next decade is computer applications in guidance.

In general, evaluations of equipment and materials need to attend to questions of cost, reliability, marketing, general applicability, change and its accompanying threat, charges of dehumanization, power and control, and privacy and trust.

Counselors should not be held responsible for conducting pre-purchase research of guidance materials and equipment. Rather, the minimal level of responsibility for the counselor is to ask appropriate questions before the purchase is made; such as, does the developer have the data suggested in the pre-tested topics? Does the data indicate the effectiveness of the product in helping students achieve expected outcomes? And, was the product tested under appropriate conditions and with sufficient numbers of students? Only after the counselor asks these and other pertinent questions and assesses the answers should he consider purchase.

Summary

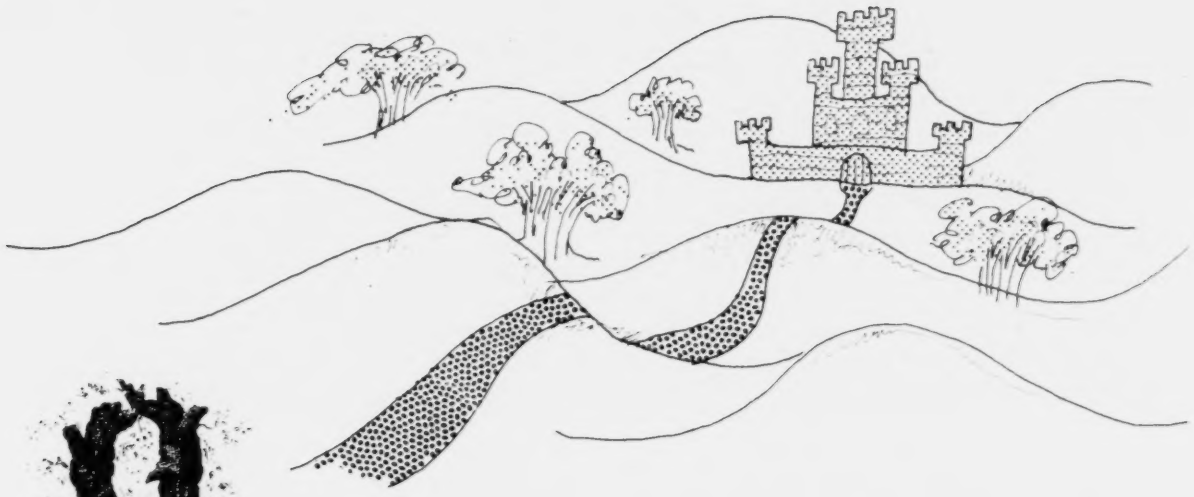
To conclude, there are definite needs for improved evaluation in guidance programs and strategies for evaluation of pupils' progress can be developed. It is more prudent to identify a small, manageable area of evaluation in which one can successfully apply evaluation procedures than to attempt full scale evaluation programs in a short amount of time, without proper planning, and thereby risk an unsuccessful evaluation program.

U. of Rochester Adopts Flexible Calendar

The University of Rochester will adopt a new academic calendar, the "4-4-X" Calendar, starting September, 1973. Believed to be unique among the nation's colleges and universities, the calendar will consist of two regular semesters running from early September through April, followed by a period of flexible activities (the "X" period), starting in May and in some cases extending into the summer.

The Rochester calendar is designed to overcome major disadvantages of the traditional calendar and to give students a variety of opportunities for unique educational experiences under close faculty guidance. Says UR chancellor, W. Allen Wallis, "At Rochester, as at many universities, there has been increasing concern about the educational value of the traditional academic calendar. We have been studying possible calendar changes for three years. Our studies have focused on two major drawbacks of the existing calendar: the 'lame duck' period in January, which many students and faculty members find educationally unproductive; and the difficulties that have accompanied the success of our Jan Plan, a voluntary program that was initiated to enrich the January Period by permitting students, with their professors' approval, to finish course work early and use January for special academic projects."

The *Campus-Times,* University of Rochester undergraduate newspaper, praised the "flexibility" of the proposed "X" period, "This part of the program . . . will provide individuals with the chance to test their creative powers and to delve into areas left untouched in their courses of study. Because this program is more loosely defined and provides the student with the opportunity to use his initiative more fully, we believe it represents an improved version of either 4-1-4 or 4-4-1."



Once upon a time there was a beautiful land ruled by King Society. The King was devoted to his subjects and desired to help each one of them to have a full and satisfying life. He was especially concerned about helping the young people in the kingdom to be able to be responsible for their own direction. One day, King Society summoned to the palace three of his chief lords, one from the farm land, one from the mountains, and one from the villages. The lords were commissioned by the King to return to their communities and provide special programs of their own choosing which would assist youth to progress in a life that was beneficial to others and satisfying to themselves. However, the lords were required after one year to give to the King an accounting of what was accomplished.

The lords returned to their communities and eagerly began to do the bidding of their King. The lords found their work to be very satisfying and rewarding to them. They felt useful in being of service to Society and believed that the young people were being benefited. The lords were honored in their land for being servants of the King.

After one year, King Society asked the lords to return to the palace

to give an accounting of the results of their work. The lord from the farm lands reported that his program was too complicated and too intangible for any meaningful evaluation to be done. Society was disappointed. The lord from the mountains said that he felt incompetent to evaluate his program so he hired a consultant from the market place to spend a couple of days with him and prepare a fifty page report. Neither the King nor the lord could understand what the report meant. Society was displeased. The lord from the villages explained that he was conducting a five-year longitudinal follow-up study and that the King needed to wait four more years for his results. Society was angry.

King Society arose to his feet and spoke to the three lords saying, "I wanted you to evaluate your programs so that we could share in your accomplishments and so that we could decide together how we might make improvements. Your programs are for the purpose of helping youth to grow and develop. Evaluation is for the purpose of helping you and your programs to grow and develop. Since you have failed in your responsibility, I now proclaim that henceforth all evaluations shall be planned and conducted by the court jester."

So, it was and some people believe that the practice has continued to this very day. The moral to this fable is: *If you don't make adequate provisions for evaluating your work, some fool may eventually be doing it for you.*

ccountability: Foibled

by H. Eugene Wysong
Assoc. Professor of Education
University of Toledo

A Non-Fable: Ohio

During 1968-1972, approximately 175 secondary schools in Ohio conducted comprehensive guidance program evaluations. The procedures and instruments used have been developed over a period of more than five years. Each school participated in the evaluation process on a voluntary basis and used techniques and materials that had been tested in pilot projects and examined in validation studies. The guidance program evaluations were completed in settings that range from small rural schools to large inner city schools, schools with one part-time counselor to those with more than ten counselors in one building, and schools with new developing guidance programs to schools with well established, comprehensive pupil personnel services. This article is an overview of guidance program evaluation practices and instruments utilized in the State of Ohio and a summary of some experiences and reults.

Evaluation and accountability are important concerns of education in general and of guidance in particular. Both evaluation and accountability provide means by which all interested people can come together in an effort to accomplish mutually desired goals. Even if all people do not share the same goals, the evaluation process provides an opportunity for agreements and understandings to be developed.

Evaluation and accountability are interrelated but not identical. Evaluation is a necessary part of accountability but not a guarantee that full accountability will occur. Program evaluation can be defined as the process of determining the extent to which desired program objectives have been accomplished and making decisions for improvement. Evaluation generally includes the tasks of:

1. Establishing desired objectives.
2. Collecting and organizing information to assess the accomplishment of objectives.
3. Judging the adequacy of accomplishments.
4. Making decisions for improving program.

Some people may not include decision making as part of the evaluation process. However, without the last step, evaluation becomes less potent although not completely ineffective. If evaluation is done properly, communication, understanding, and cooperation can be improved even though no specific or immediate decisions are made for change.

Program accountability can be defined as a condition in which meaningful information about program accomplishments and needs are accessible to those people who are responsible for or are affected by the program and avenues are accessible to influence decisions for making improvements. The condition of accountability occurs when the various responsible and affected publics are involved in pertinent steps of the evaluation process. The various publics might include students, parents, teachers, counselors, administrators, board of education members, and state government personnel. Individuals can do a self evaluation in which they might be the only ones involved in trying to decide how to make improvements in their own work. In these self evaluations, an individual is being accountable to himself or herself. Although self evaluation is desirable, it is sometimes insufficient to make needed changes in a program that is interwoven throughout an entire school system.

A school guidance program is a very complex system that involves many people doing numerous activities to meet a variety of needs held by different individuals. A school guidance program is an integral part of a total school program and has objectives which are within the educational objectives of the total school. All school staff members, including the teachers, counselors, and administrators, as well as parents, are responsible participants in helping students attain guidance objectives. Because of the many different people who have responsibilities in the guidance program and because they are independent on one another, the evaluation process must include those participants if positive changes are to occur as a result of the evaluation.

Evaluating a school guidance program can be almost as difficult as searching in a dark room for a black cat that isn't there. Although the evaluation of a total school guidance program is not the easiest activity, the need to evaluate and the potential value resulting from an evaluation are stimulating to the professional counselor and administrator. Most counselors and administrators are interested in identifying the accomplishments and needs of the guidance program and in making changes which would result in better guidance services to students, teachers, and parents.

Purposes and Effects of Guidance Program Evaluation

Why evaluate? Evaluation is an activity and, as an activity, has no inherent value. Evaluation is not done for its own sake but rather for purposes which can be fulfilled as a result of evaluation. The following general purposes for conducting a guidance program evaluation can be realistically accomplished and may be deemed valuable in any school system for the continued development and improvement of guidance:

1. Making sound decisions for program improvement based on valid and reliable information obtained from multiple sources and with the involvement of people affected by those decisions.
2. Stimulating communication, understanding, and cooperative working relationships among persons responsible for and

Fable or Solution?

affected by the guidance program.

3. Communicating specific evidence to various publics concerning the accomplishments and needs of the guidance program.

Evaluation helps to assure that important decisions are not biased or based on rumors or single cases that might have happened. Too often opinions and judgments are made on a single experience which happened to someone or from reports that "my neighbor's child said that the counselors never helped him." Board of Education members are particularly influenced by such situations. Decisions can be made by leaders and planners of programs but are not actually implemented in practice because those who are actually doing the work do not understand the decisions or do not consider the decisions to be important. Evaluation involves those who must take the ultimate responsibility for the decisions as well as those who will carry out those decisions.

Evaluation includes the tasks of establishing desired program outcomes, defining roles and activities, and receiving feedback on current program status. These tasks help staff members clarify their thinking about their roles in the guidance program and develop realistic expectations about other personnel who participate with them. Sometimes a teacher may expect counselors to do something that the counselors do not consider to be their responsibility.

Administrators want to be able to communicate guidance accomplishments and needs to parents, community, board of education, and the state department of education. Evaluation will produce specific data which can be used to communicate to these publics. A board of education member may ask "What are the counselors doing?" or "What benefits are the students receiving from the guidance program?" Evaluation should provide information for answering these questions. Communication is enhanced by concrete information.

O'Connor (1973) conducted a follow-up study to evaluate the impact of guidance evaluation on Ohio schools. In 1972, he collected data from a sample of 20 schools that had used the Ohio evaluation package of materials during the 1970-71 school year. Specific examples of improvements in their programs were reported by the schools. A follow-up analysis was made of the visiting team's recommendations for improvement in the guidance program. The personnel from the 20 schools decided to implement 67 percent of the 357 recommendations made. One hundred nineteen recommendations had already been implemented when the study was conducted, 121 were in the process of being implemented and 117 were either rejected or not acted upon.

Development of Guidance Evaluation Procedures and Instruments

The genesis of ideas for guidance program evaluation began as early as 1961 when staff from the Division of Guidance and Testing, Ohio State Department of Education, conducted visitations with 40 Ohio schools. They later conducted state-wide workshops on guidance evaluation. As a result of these experiences, a need was identified for more specific instruments which could be used to obtain feedback on the accomplishments and needs of guidance. Wysong (1968) conducted a study designed to develop, validate, and cross-validate instruments for evaluating secondary school guidance programs. The research study included 31 school systems involving approximately 10,000 ninth and twelfth grade students and 1,500 secondary school teachers. As a result of the study, guidance objectives were categorized, two evaluation instruments for students and teachers were developed, guidance program evaluation criteria were produced, and procedures for using these evaluation materials were tried out in pilot projects. Following the initial study, materials were revised based on evaluation experiences that determined the practical usefulness of various measurement data in helping schools judge the accomplishments and needs of their guidance programs.

The guidance program evaluation instruments are based on two content dimensions—guidance product objectives and guidance process objectives.

Guidance product objectives are defined as those desired outcomes that guidance is trying to help students, teachers, parents, administrators, and counselors accomplish. The product objectives were derived from a review of the professional literature, the application of categories in the cognitive (Bloom, 1956) and affective (Krathwohl, 1964) domains, and validation by a panel of recognized professional experts. Product objectives reflect social and professional value systems that define what is important.

Guidance process objectives are defined as those program activities and conditions that are designed to facilitate the attainment of product objectives. Process objectives were derived from a review of the professional literature, evidence from research, and professional judgments on what is needed to accomplish the product objectives. Process objectives reflect a logic of how guidance can help students, teachers, and parents move toward attaining worthwhile accomplishments.

One hundred fifty-six developmental product objectives (Wysong, 1969) were derived from the cognitive and affective domains and were organized within the following general objective outline:

A. Assisting Students to:
   1. Progress toward productive and rewarding careers.
   2. Select and enter school courses and student activities.
   3. Select and enter educational opportunities beyond high school.
   4. Develop learning skills and values.
   5. Participate meaningfully in the opportunities of the school.
   6. Develop self-understanding and

identities.
7. Develop interpersonal relationships.

B. Assisting Teachers to:
1. Understand the students for whom they are responsible.
2. Participate in helping students attain their guidance objectives.
3. Understand and utilize the services of the guidance program.

C. Assisting Administrators to:
1. Understand the characteristics of the school's student population.
2. Participate in helping students attain their guidance objectives.

D. Assisting Parents to:
1. Understand their children's educational progress.
2. Understand the opportunities available to their children.
3. Participate in helping their children attain guidance objectives.
4. Understand and utilize the services of the guidance program.

E. Assisting Counselors to:
1. Understand the students for whom they are responsible.
2. Understand the educational programs of the school.
3. Participate in helping students attain their guidance objectives.

One hundred seventy nine process objectives (Wysong, 1969) were derived and were organized within the following general categories:

A. Direct Services of Guidance Staff
1. Individual and group counseling
2. Group guidance instruction
3. Assistance to staff
4. Assistance to parents

B. Indirect Services Coordinated by Guidance Staff
1. Student information
2. Guidance information
3. Guidance resources
4. Student placement

C. Organization and Administration of Guidance Program
1. Guidance staff
2. Guidance facilities
3. Guidance coordination
4. General policies and structure

D. Staff Participation in Guidance Program
1. Teacher participation
2. Administrator participation

E. School Program Provisions Which Facilitate the Achievement of Guidance Objectives

Two instruments, *Guidance Program Evaluation Student Survey* and *Guidance Program Evaluation Teacher Survey*, were developed to obtain feedback from students and teachers on the extent to which the product and process objectives were being accomplished. The instruments were subjected to panels of professionals, readability studies, validation studies, and usability studies. The validation and cross-validation studies used the known-groups method. (Scott and Werthumer, 1962) tested fifteen null hypotheses, and controlled differences in sex and ability levels (Wysong, 1968).

Weinrach (1972) utilized the *Guidance Program Evaluation Student Survey* in an interesting study which was designed to determine what relationships existed between student perceptions and counselor personality characteristics. He found significant positive correlations between the student survey data provided by twelfth grade students in 23 schools and results from the *Personal Orientation Inventory* administered to their counselors. Weinrach used a factor analysis procedure to relate the data to the logical categories in which the student survey instrument is organized.

Procedures and Instruments

Procedures, instruments, and data processing services have been developed in Ohio and made available to Ohio schools on a voluntary basis. The State of Ohio Department of Education, Division of Guidance and Testing, provides resources and services to facilitate the evaluations conducted in the state.[1] Each school can adjust the procedures used to meet existing conditions in its district and may choose whatever instruments it finds applicable. Following are the usual steps taken by schools in conducting an evaluation of the guidance program:

1. Decide if an evaluation is desirable; determine the purposes for which the evaluation is to be conducted; and select the procedures and time schedule to be followed. All guidance and administrative staff members participate in these decisions. Establishing the purposes of the evaluation helps to eliminate suspicions and misunderstandings and assumes that something beneficial will happen as a result of the evaluation.
2. Assign a coordinator to the evaluation staging. Someone must make sure that the planned procedures are carried out and that necessary arrangements are made for each step.
3. Organize a guidance program evaluation committee composed of representatives from the various publics involved. Most committees include the guidance staff, administrators, representative teachers, and representative central office pupil personnel staff if any are in the system. Some committees have also included students, parents, and a member of the board of education. This committee provides the basic nucleus for sharing concerns, discussing the results, and recommending decisions. A variety of viewpoints should be represented on this committee.
4. Establish the desired guidance product objectives and program activities to be evaluated. This is a difficult but important step. One technique for conducting this step is for the committee to generate "from scratch" the objectives and activities which are judged to be desirable for that school. Although this technique might be meaningful, if actually accomplished, it is not very realistic. Very few committees can afford the time and effort costs of developing the desired objectives and activities completely on their own. If this technique is followed, most committees will become frustrated and bogged down in the process. A more realistic approach is to examine already developed objectives, recommended activities of a guidance program, and adjust these to meet the needs of the particular system. One danger of this approach is that the committee will blindly accept something prepared by someone else and will not thoroughly understand the objectives and activities or will not accept them into their own value system. The coordinator must make certain that the committee thoroughly analyzes and accepts the end product. The publication *Objectives of a School Guidance Program* is often used by the guidance staff to develop a list of objectives that is submitted to the evaluation committee for analysis, revision, and acceptance.
5. Collect the information desired. Instruments used in collecting data are *Guidance Program Evaluation Student Survey*, *Guidance Program Evaluation Teacher Survey*, *Evaluative Criteria for Secondary School Guidance Program*, *Counselor's Time Analysis Chart*, and *Comment Sheet*.
6. Organize and report the information collected, judge the adequacy of the attainment of

[1]Provisions are being developed to offer similar services to schools outside Ohio through the National Scanning Corporation, Morse Road, Columbus, Ohio.

guidance product objectives and program activities, and make recommendations for future action. An outside visiting team can be very helpful in completing this step. The visiting team can examine the information collected by the surveys and inventories; clarify the information by conducting individual and group interviews with students, teachers, counselors, and administrators; summarize the information; and suggest future steps based on objective and professional judgments. The visiting team composed of people with professional competencies can add a perspective which enriches the deliberations of the local staff. The visiting team usually submits a short and concise report which includes commendations, recommendations, and observations.

7. Decide what actions should be taken to improve further the guidance program. This step provides for sharing of judgments and development of consensus. Special effort should be made to assure that this last step is given adequate time and attention.

A Few Observations

The information collected from the guidance program evaluations vary from school to school. One program may have different accomplishments and needs than another program. As an example, the student surveys in one school indicated that 48 percent of the seniors had contact with the counselor as compared to 100 percent in another school. Thirty percent of the students in another school believed that the counselor was really interested in them as compared to 83 percent in a different school. Most students and teachers indicated that the counselors helped them the most in making appropriate decisions on what courses to elect for the following year. The second highest was that of planning for a future education after high school. Third was planning for an occupational career. Fourth was learning about their abilities and interests. Fifth was learning about their school as a new student. Sixth was solving personal problems.

In one large school system, the following observations were made:

1. Ninety-eight percent of the teachers and 90 percent of the students reported that counselors had been of help to them.
2. Students believed that counselors were more interested in them than were teachers.
3. Only 50 percent of the students were aware that counselors would explain the information in their school records.
4. Seniors believed that the most important guidance help that counselors could give them was in planning their occupation or further education beyond high school.
5. Ninth graders believed that the most important guidance help that counselors could give them was with problems in their school subjects or school activities.
6. Students reported receiving greater assistance from other students than from counselors in solving personal problems.
7. Only about half of the seniors and two-thirds of the teachers believed that secondary school vocational education students could go on to a four-year college.
8. Eighty-five percent of the teachers reported that counselors had helped them the most by providing information about individual students in their classes.
9. Two-thirds of the teachers believed that the school's testing program provided them with helpful information about students.
10. Forty-seven percent of the teachers believed that the counselors were biased in favor of certain subjects in the curriculum.
11. Eighty-five percent of the teachers believed that they should participate in the guidance program and indicated a number of activities that they were willing to do.
12. More students believed that counselors were easier to talk with than were teachers.
13. A greater percent of students than teachers recognized that students should be responsible for deciding which school subjects to elect.

The following are a few sample verbatim comments that have been made by individual students!

"When I began high school in the 9th grade I began to decide my future because of their questions. It was not that they helped me select my course but made me see I must prepare for the future."

"When I wanted to apply to a nursing school I was given confidence by the school counselor. This enabled me to make the most important decision in my life."

"The counselor has been of most help to me when we met in small groups to discuss our vocations."

"The counselor has been of most help to me the time he evaluated vocational tests and showed the results of these tests."

"When I first came to this school the kids gave me a very hard time, and I went to the counselor and talked to her. She helped me get through the year."

"My counselor helped me when I needed someone to talk to, a couple of times when things were really bad."

"She takes her time and does not rush and makes you feel like someone important."

"The counselor helped in the respect that he helped me make my choice to stay in school."

"She is someone who you can go talk to who will try and understand your problems. She isn't your mother, therefore, you're not afraid to say certain things. My counselor is great. She is young and thinks young and is easy to get along with and understands a teenager's problems."

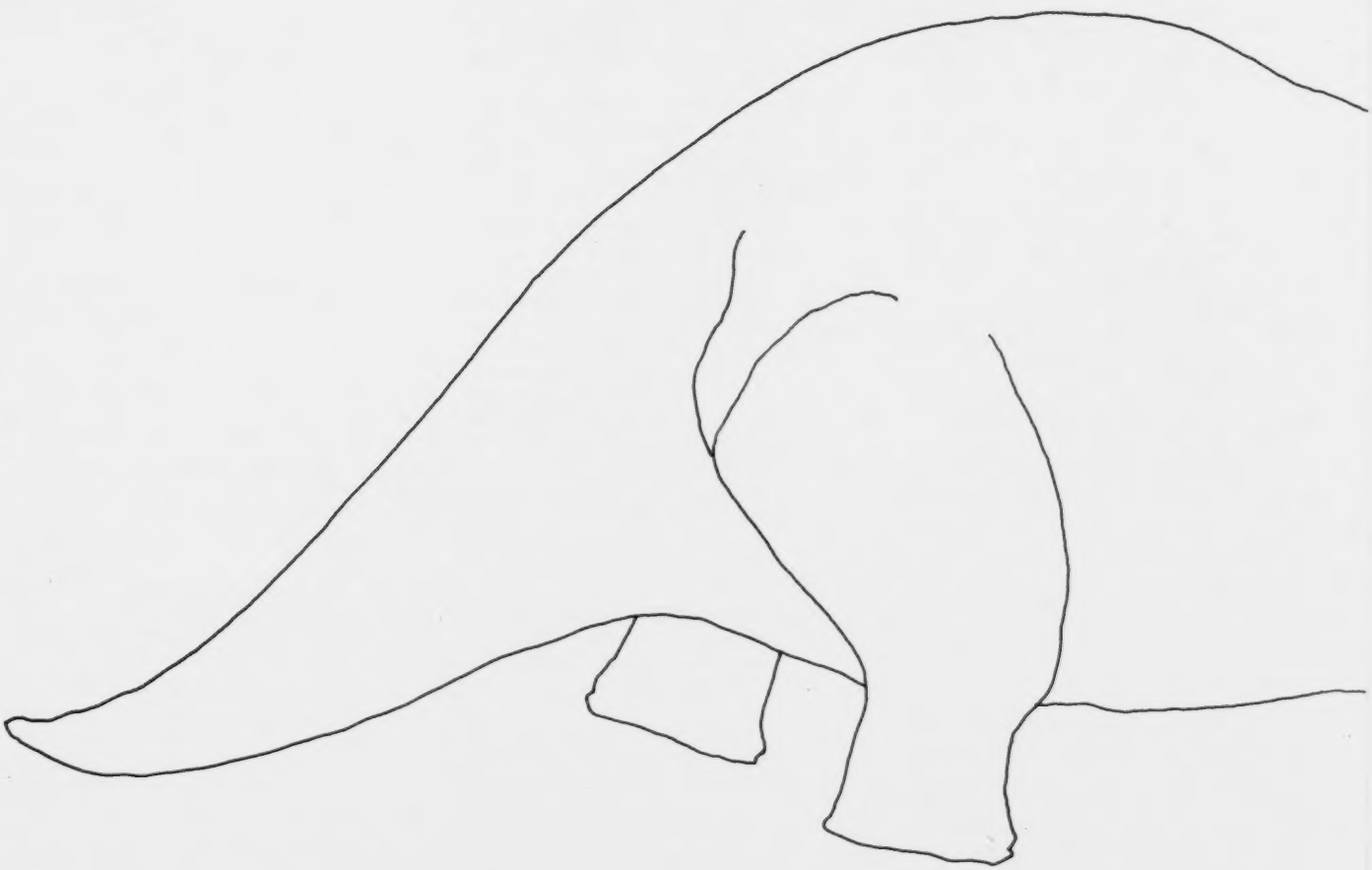
"She hasn't really (helped me). She has called me down to the office but hasn't convinced me she cares about me or my school work."

"My counselor's biggest fault is that she is soft hearted. Every time I go to speak to her, there will be other kids in the office. You can't possibly confide in your counselor when there are others in the room."

"I never had the use of my counselor and if I had it wouldn't have done much good for she never has any time. If she is not talking to someone who has done something wrong, then it is paper work. We have a very good counselor. Too bad she doesn't have the time for her job."

"She can't (be of any more help), she set me good the first time."

Helping schools evaluate their guidance programs is a dynamic and stimulating experience that produces optimism about the worth of guidance. It also produces an awareness and concern about the need for improvement. The important question facing administrators and counselors is not, "What can guidance do?" But rather "What are guidance personnel doing in their own school and how can it be continually improved?"



Gains and losses have accompanied every historical transition. The tyrannosaurus lost because of his great size and stupidity. The monkey survived because of his agility and wariness. A reasonably simple outcome in retrospect.

In counseling and guidance, the distinction between what is workable and what is not is not so simple. Accountability spells an era of change. But in this case, the survival of the profession is not necessarily at stake, despite the threat that accountability seems to pose. What is at stake is the quality and appropriateness of the services counselors perform. Accounting for successes and failures is a tricky process. Though efficiency and valid evaluation of measurable outcomes may be gained, innovative counseling approaches may be lost through excessive norming.

The future of counseling, its function and status, also depends upon the kind and quality of counselor education programs. Performance standards now being applied to practitioners will eventually serve as criteria for graduation. The process of being educated as a counselor will grow more complex; it will demand more field interning and greater attention to outcome evaluation.

Although society will probably retain the counseling and guidance profession, its ability to adapt is very much in question. The public is exerting mounting pressure for the fittest performers to survive. Accountability that is tempered with sensitivity and involves counselors themselves may be the answer to an intelligent evolution.

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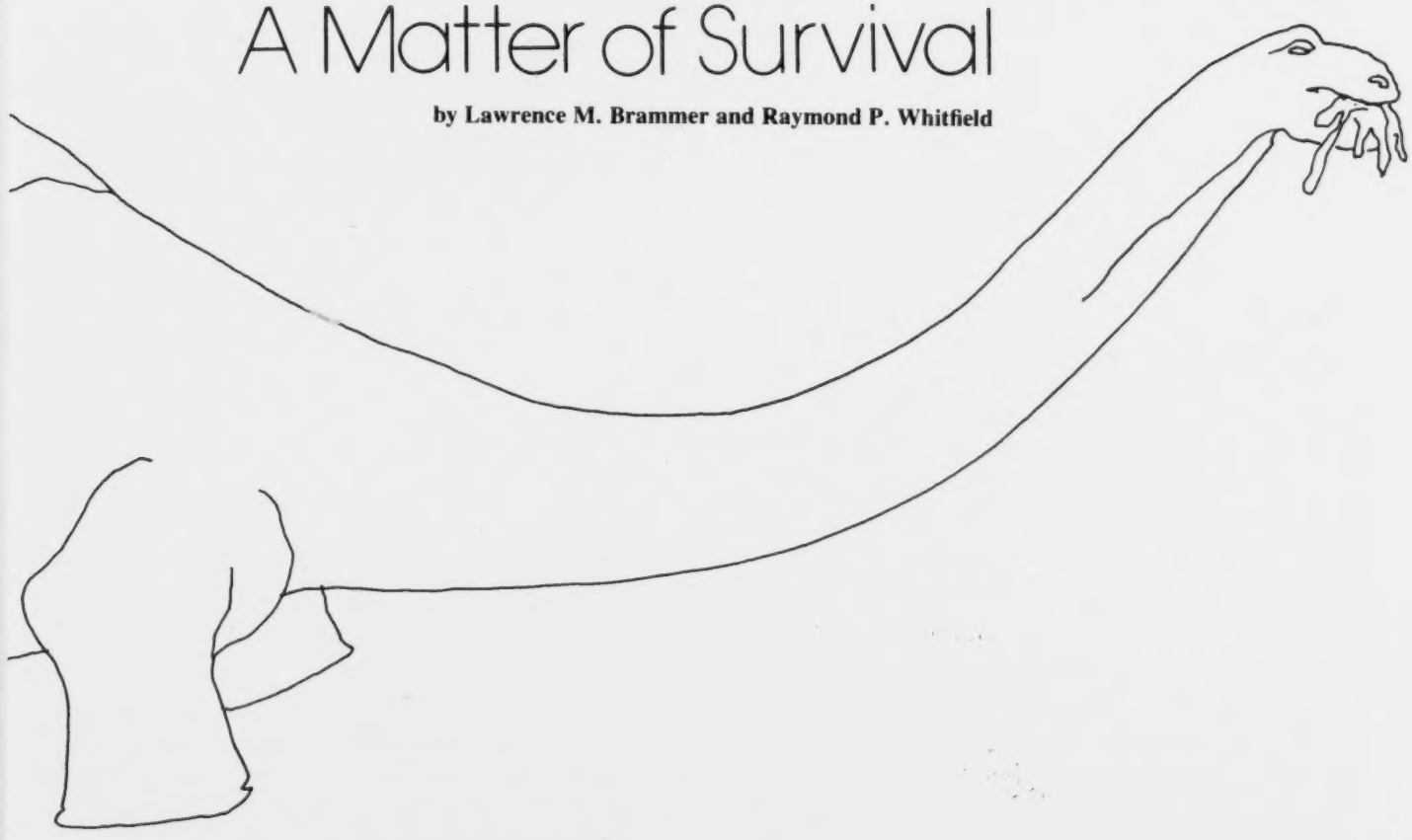
A Matter of Survival

by Lawrence M. Brammer and Raymond P. Whitfield

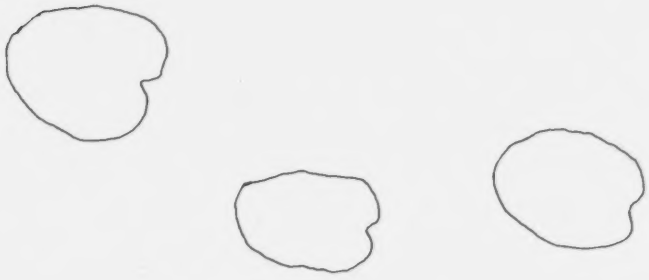


THIS AGE OF AQUARIUS may be known to human service workers of the future as the age of accountability. Accountability means that within an area of designated responsibility a practitioner demonstrates that his results meet professional standards and the performance requirements of his agency. This statement seems transparently obvious, and describes optimum conditions. The implications for counseling, however, are profound. The public is easily swayed toward demanding more precise accountability from counselors. Administrators press for management by objectives. Controllers talk about cost effectiveness ratios and minimax principles. Professional associations make accountability and performance standards popular conference themes.

The purpose of this paper is to examine some of the issues and implications of moving to a performance based program for counselor evaluation and certification. The case for performance standards and precise behavioral outcome objectives has been made repeatedly before, so it will not be cited here. On the other hand, neither will arguments against performance approaches to accountability be stressed. Issues will be described from the perspectives of currently practicing counselors, professional associations, and the client public. Performance standards also raise special issues for counselor educators.

Numerous states and Canadian provinces are exploring possibilities of a performance based program for certifying their professional educators. Similarly, many training institutions are designing performance frameworks which they expect will replace their course and credit programs. They are realizing, belatedly, that their assumptions of

automatic transferability of classroom knowledge to field performance are not valid. The State of Washington, for example, has moved past the point of no return in certification of employed counselors on a performance base (Brammer and Springer, 1971). Even as counselor educators move to establish performance oriented programs, however, some students and practitioners fear that accountability determined solely by performance standards may be inadequate and unfair to the counselor and may result in a lower level of service to the client.



Terminology

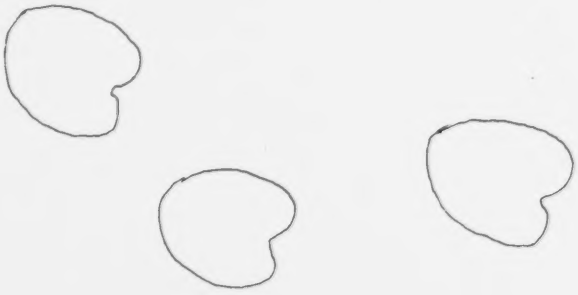
MOST OF THE CONCEPTS about performance standards for counselors have come from teacher education. Elam (1971) reviewed performance literature and observed that the performance approach is not a full fledged movement; he called it, "a multifaceted concept in search of practitioners." There is no doubt, however, that a general counseling reform movement is afoot which attempts to relate particular client outcomes to specific practitioner behaviors.

The terms "performance-based" and "competency-based" are used interchangeably. The term "performance standards" in its strictest meaning refers to observable counselor behavior at a precisely defined level; but it will be used in this paper as a more general descriptive term for knowledge criteria underlying performance, measurable counselor behavior, and outcome criteria defined in terms of consequent client behavior.

The key issues for the helping professional are deeply emotional, as well as professional. Counselors are very concerned about who establishes their professional standards. Assuming that reasonably adequate performance standards are possible to establish, who evaluates professional competence? Is it clients, peers, or administrators? When the standards are applied and helping professionals are found wanting, who administers sanctions? That is, who says that the practitioner must improve his competence or leave the practice of counseling? Is it the employer, the certifying agency, or the professional association?

The new certification rules of the Washington State Board of Education require competency measures which are developed and implemented by a partnership of school districts, universities, and professional associations (Bruno, 1971). These standards are applied to all, so there is no "grandfathering" of practicing counselors. All counselors go through a self renewal program before proving their competence to representatives of the same partnership. Thus, counselors being evaluated participate in constructing the performance standards, know the criteria they are being judged against, marshal their own evidence that they meet the criteria, and prove their accountability to a board of peers. Though this plan averts some of the emotional impact of evaluation, it is deeply threatening to counselors concerned with professionalization of their field.

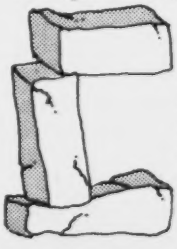
The exercise of legitimate authority in appraising performance generates much feeling. Heretofore the counselor could lean on his credentials – his degrees, certificates, and experience. When challenged on his performance, he could claim that professional technology or theory was not sufficiently advanced, and that he did his best before this fact. Few people questioned this stand and the accused could usually gather endorsements from satisfied clients that he was obtaining positive outcomes. In cases of alleged malpractice the courts are prone to ask mainly, "Did the counselor apply with prudence the currently acceptable technology of his profession?" Now, as performance based programs are being adopted, the agency tends to make



firmer requests such as, "We want to see your results in terms of specific and constructive client outcomes in addition to the testimonials and recommendations of your professional peers. The principal criterion has shifted to client outcome behavior.

One implication of agency demands for specific results is that counselors can hide no longer behind the mystique of the guild. If this evasive behavior is continued, power will shift from the professional to the consumer who will demand results against his specific criterion of success. Conscientious counselors know that they cannot depend on their jargon, pedigrees, and conferred status for authority; but they fear that much of their freedom of professional judgment will diminish when pressured to conform to an outcome standard. Many counselors are concerned that they will be relegated to a production technician status, subject to bureaucratic forms of judgment about their competence.

Will specific tasks be imposed on student service workers?



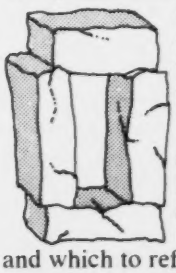
COUNSELORS FEAR that "a task-specific authority system," as defined by organizational specialists, will be imposed upon them (Scott, *et al.*, 1967). Counseling, instead of being the rather ambiguous task it is now, could become a system of authoritarian accountability with 1) tasks specified, 2) tasks allocated, 3) performance sampled, 4) performance evaluated against specific criteria, and 5) sanctions imposed (pay, promotion, severance, legal suits, etc.). School

counselors have always been subject to the first three steps by virtue of being part of an hierarchical organization with general goals and evaluation procedures. The difference, however, is that the final two steps of evaluation and sanctions have been fuzzy or nonexistent. Counselors held their jobs and drew their salaries regardless of the evaluation outcome. The performance standards approach, with its emphasis on accountability, will change this traditional ambiguity. Sanctions will be more evident, although none of the present helping professional groups have been noted for their vigor in applying sanctions against incompetent practitioners. In applying standards we may expect that counseling will become the first professionally responsible helping services profession.

Will the counselor be held accountable for outcomes beyond his influence?

THE SIMPLE FACT is that professional counseling services are needed because the client is bewildered, frustrated, and unable to cope with a myraid of environmental forces. While the counselor can help his client cope with or change his life circumstances, he cannot be held accountable for client maladaptive behavior due to deprivation, prejudice, injustice, irresponsible parents, and mediocre teaching. How can we be sure that the counselor whose client's behavior is not altered against such odds is protected against unfair accountability? The doctor whose patient dies of cancer or cholera is held accountable for accepted professional treatment; but he is not held accountable for the patient's unhealthy environment or neglect which contributed to his death.

Will performance standards clarify roles and functions?

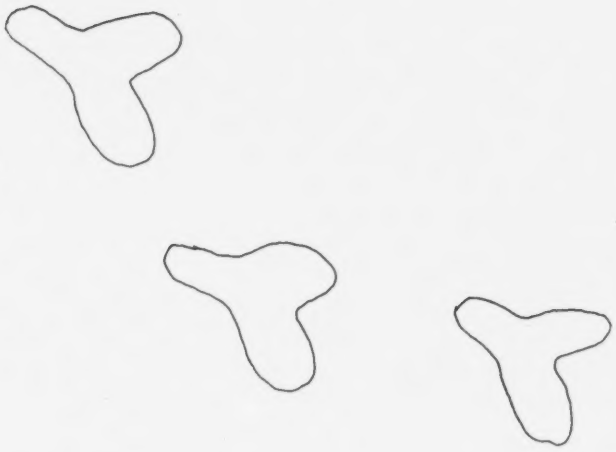


OUR EXPERIENCE SUGGESTS an unequivocal yes answer. One advantage of having specific tasks and roles determined by counselors themselves is that they will have a clearer identity. Counselors with general goals currently are expected to perform miracles. With more specific goals, hopefully they will have a better rationale for deciding which tasks to assume and which to refuse. This condition should give them more leverage for determining realistic roles and functions in a school. The principal's assignment is the key determining factor in task and function allocation. As a result, assigned tasks often have no connection with counseling.

How amenable are counseling tasks to performance standards?

COUNSELING, being a complex behavior change task, has goals and outcomes which are difficult to observe objectively. We want, for example, to help a client think well of himself, to become aware of his strengths and potentialities, and to recognize his limitations. What are the behavioral manifestations of these inner states of being? Certainly, we can translate them into outcome behaviors which could be observed on a superficial basis. We can state, for example, that the number of positive self-regarding statements made by a client is some measure of his self esteem. Making accurate judgments on more subtle and distant outcomes is considerably more tenuous. Thus, counselors seem to be a long way from the kind of immediate success criteria held by pilots and surgeons. This condition does not seem to disturb most counselors in light of the complex long range goals of counseling which currently defy precise quantification.

We are hard pressed at this stage to specify precisely which counselor traits and interventions result in which client outcomes. This fact is deeply threatening to counselors whose style emphasizes process variables such as relationship and awareness of feelings rather than behavior such as decision-making, information-seeking, and problem-solving. It is much easier to specify the behavioral outcomes of these latter processes, because they lend themselves more easily to observation and measurement. This condition reinforces the fears of some counselors that counseling will be forced into a behavioral mold which tends to emphasize certain outcomes because they are easier to specify. While this heavy behavioral focus could be a limiting consequence of the performance approach, it has the positive value of forcing counselors to examine more precisely their humanistic concepts, vocabulary, and goals. Research on interactive effects between outcome and method must be encouraged even though it is difficult. Combs (1969) found, for example, in his Florida studies on the helping professions that the principal characteristic distinguishing effective from ineffective helpers was not their methods as much as their use of themselves as instruments



in a relationship, and their characteristic ways of perceiving themselves, others, tasks, and methods.

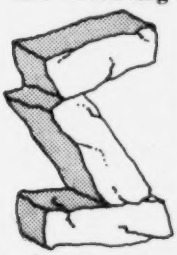
Of deep concern to many counselors discussing performance standards constructed by consensus is the likelihood of a "leveling effect." This could happen where a low common denominator of performance and competency thresholds becomes the norm. There are fears that this condition will stifle creativity and discourage unconventional approaches to counseling tasks. Unless there are clearly identified inducements to exceed the minimum standards there are also fears that a mediocrity norm will prevail.

A performance approach exposes criteria which are stated inadequately and tends to favor those outcomes which are more easily and precisely stated, observed, and measured. Observable counselor tasks, furthermore, are likely to be the more routine and less significant types, such as placement and changes in classes. Yet, the professional counselor tends to value those planning and growth facilitating tasks which require more discretionary judgment on his part. A performance approach will make such routine tasks performed by counselors transparently obvious. One consequence might be that a so called "counselor" position no longer may be perceived as professional counseling at all. Then, it is likely to be reclassified to an administrative, clerical, or paraprofessional level.

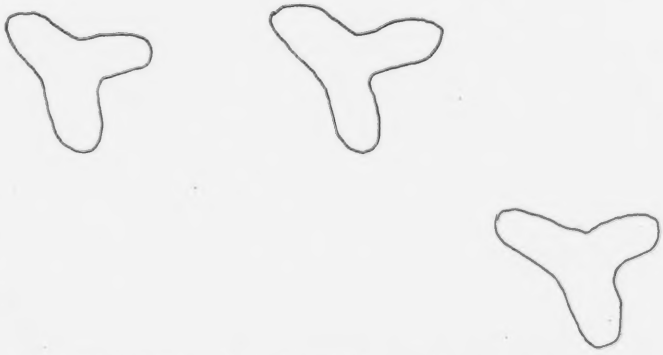
How are performance standards measured?

EVEN IF WE had a consensus on a precise list of performance standards for professional counseling tasks, the precariously thin knowledge base for assessment of those standards and our limited technology of measurement would make implementation a major undertaking. Having made some efforts in this direction we know well the enormous problems underlying this endeavor (Springer and Brammer, 1971).

Are we moving back to a physical science model?

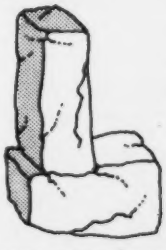


SINCE MUCH OF counseling theory and technology has emerged from psychology, the physical science model for research on human behavior has predominated (Thoreson, 1971). Some counselors fear that the performance thrust will return us to this physical science model from which we have been emerging. It is modest comfort to realize that some of the most prominent scientific writers (Polanyi, 1964; Kaplan, 1964; Bridgman, 1959; Whitehead, 1925) recognized that physical science models were inadequate for studying and explaining internal private events. Bridgman, particularly, argued for a



personalized type of study which would recognize the validity of nonobservable events. One implication of these scientists' suggestions, and the subjective revolution in physical science itself, is that we can develop a true science of man as described by Maslow (1966). This view would incorporate the best of the scientific tradition of objectivity and hypothesis testing with more personalistic case methods. Moving into counseling performance standards does not mean a return to the physical science model.

How will performance approaches affect professional associations?



LOCAL, STATE, AND NATIONAL counselor professional associations have been interested in standards programs; however, counseling standards and counselor education issues will become high priority matters. This association effort involves determination of roles, performance standards, and methods of assessing outcomes. Associations will be asked to sponsor more inservice courses. This change of association focus from guild functions and practitioner welfare to standards and training will result in some emotion wrenching. In many ways this possible change of association emphasis will reduce the power of the professional association. Formerly, it was in the position of a union, protecting the counselor and his ambiguous functions. Now it will concern itself more genuinely with precise counselor standards and client outcomes.

Professional associations have always said they existed for protection of clients and the public. This concern was manifested by tight entrance requirements to counselor training and certification programs; but behind these requirements was a strong motive of practitioner protection. As a result, counselors have benefited from an ascribed rather than a merited status. It remains an intriguing question to see if counselor associations are prepared to make this task shift to self-renewal, and whether they will protect the counselor who doesn't "measure up" in the rigorous merit system. Will they seriously add a client welfare function to a well established practitioner protection function? Will associations be willing to impose sanctions against those who are unwilling to change in constructive directions?

Under a performance approach the power of professional associations is likely to increase. They will have more control over entry requirements and training standards than previously. In those states which give salary negotiation privileges to local education associations counselors will be subject to additional organizational constraints. Since local teacher associations negotiate for counselor salaries and working conditions they will exercise more control over counselor role descriptions, working conditions, and performance criteria. This is already a striking reality in the state of Washington.

What are the implications for clients in a performance standards approach?

WISE APPROACH to building performance standards and a discreet use of them in measuring performance could upgrade services to the client; whereas, the opposite could diminish client service and disillusion the public. An obvious implication is that now client outcomes become the key factor for determining successful performance. Community groups represented by parent organizations, racial minorities, and socioeconomic coalitions are expecting precise answers to critical questions about their children's performance and the role of counselors in producing those results.

What are the likely effects of performance standards on counselor education?

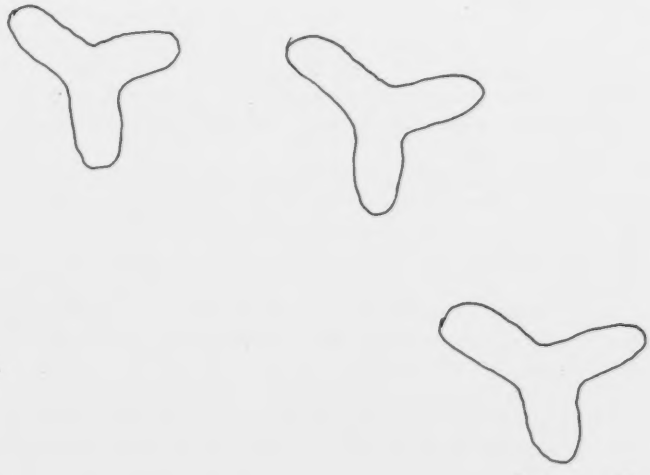
CCOMPANYING NEW DEMANDS on practitioners are new demands on those who produce practitioners – counselor educators. The face of counselor education must change. The following predictions and statements of needed changes are based on three months experience as participant-observers in the Stanford Counselor education program which has moved as far as any program to the writers' knowledge in the performance standards direction. Others which have made the plunge and are moving rapidly are the University of Maryland, Michigan State University, and the University of Washington. The writers, furthermore, have had four years of experience in helping the State of Washington change its Counselor Certification program to performance standards.

The counselor educator will behave more like an instructional manager and less like a professor in the traditional manner. The parameters of his or her work will be much more clearly defined. They will spend most of their time developing behavioral objectives with students, designing numerous instructional options, and evaluating performance against established criteria. They will spend much more time evaluating and certifying students as competent to perform specific functions in defined settings.

Much of the professor's freedom will be curtailed in that he too will face accountability pressures in terms of how his students perform against program criteria. He will be more pressed to demonstrate that his teaching produces changes in students which, in turn, produce identifiable changes in clients. The view that students do not learn because they are not ready to learn, or that they are incapable of learning will need to be reexamined.

Entry level criteria will become much more specific. Baseline data for competencies will need to be collected to help incoming students plan their learning events.

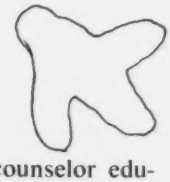
Students will function as partners in the learning process. Their personal learning objectives will need to be correlated with program goals more than has been true in standardized classrooms of the past. Program goals and



performance standards will be in a continuous state of flux as a result of constant scrutiny of such goals for adequacy and relevance.

PERFORMANCE BASED COUNSELOR EDUCATION will be much more individualized. More options for meeting objectives will be available. Students will achieve different levels of competence at different times. Evaluation will be continuous rather than episodic, as is presently the case with final examinations. Grades as we know them now will tend to disappear; accuracy thresholds expressed in levels of mastery will take their place.

More emphasis will be placed on processes and styles of learning than on specific knowledge. This implication flows from the now obvious facts of rapid proliferation and obsolescence of knowledge and skills. In light of these rapid changes in technology and increasing demands on counselors, their formal education will become necessarily a lifelong endeavor.

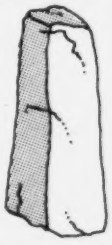


STUDENTS WILL BE in counselor education programs as one phase of an on-going professional development program. Training will take place partly in the university laboratory, but mainly under reality conditions in the field. Students will move in and out of training events rather than taking long leaves and "completing" a graduate program in a year or two. In preservice programs we will be forced to recognize the differential learning rates of students. Some will meet the performance standards in three months, others may take fifteen.

Counselor educators will need to develop flexibility in learning-teaching styles to match the varied learning styles of students and the differential requirements of modern learning technology. Counselor educators must develop flexibility to include a vast range of experiential and laboratory learning methods to complement more traditional modes of presentation and skill development. Micro teaching method is one example.

When performance supplements content emphasis, the counselor educator will be expected to model his ideas and methods more frequently. This means he must be willing to have his own performance evaluated regularly by students and colleagues. As performance approaches are developed, the dichotomy between teacher and learner will be more blurred. The professor must face the fact that his traditional role will be challenged constantly. This means that his strong protective feelings about freedom, status, and role in the educational process must be worked through.

While there will be continuing need for the traditional professor-type who directs research, designs learning experiences and presents his expertise as a learning resource, a new model of counselor educator implied in the changes outlined above is required. This new type will spend much of his time in the field and will be identified as a practicing counselor more than as a traditional professor. As a result of shifts in training locale, the university will tend to become more of a research and development center working closely with field training programs.



IN THE STATE OF WASHINGTON we developed the concept of the "staff development specialist" in our certification framework. This is a practicing counselor who is highly regarded by his colleagues and who is interested and skilled in training others. In a special project (Brammer and Springer, 1971) eighty such counselors were given training in the performance approach. They learned how to write behavioral objectives for counseling, how to design and conduct learning events, how to apply performance criteria, and how to use media. In addition, they went through the performance program themselves to assess and develop their counseling skills. They learned to work as training consultants with peers according to their own most effective style.

The traditional freedom of counselor educators to decide upon professional standards will be constrained. Most state counselor standards, heretofore, have been defined by numbers and types of completed courses. As a result, standards of competence were decided by individual professors who taught the key courses, and to a lesser extent by the total faculty supervising program development and examinations. With a performance based program, however, the other interested parties will want a voice in what a counselor is and how he is to be trained. The Washington State framework calls for a partnership among districts, professional associations, and universities where all will have influence in deciding who counselors are and how they should be trained. The same group will have a deter-

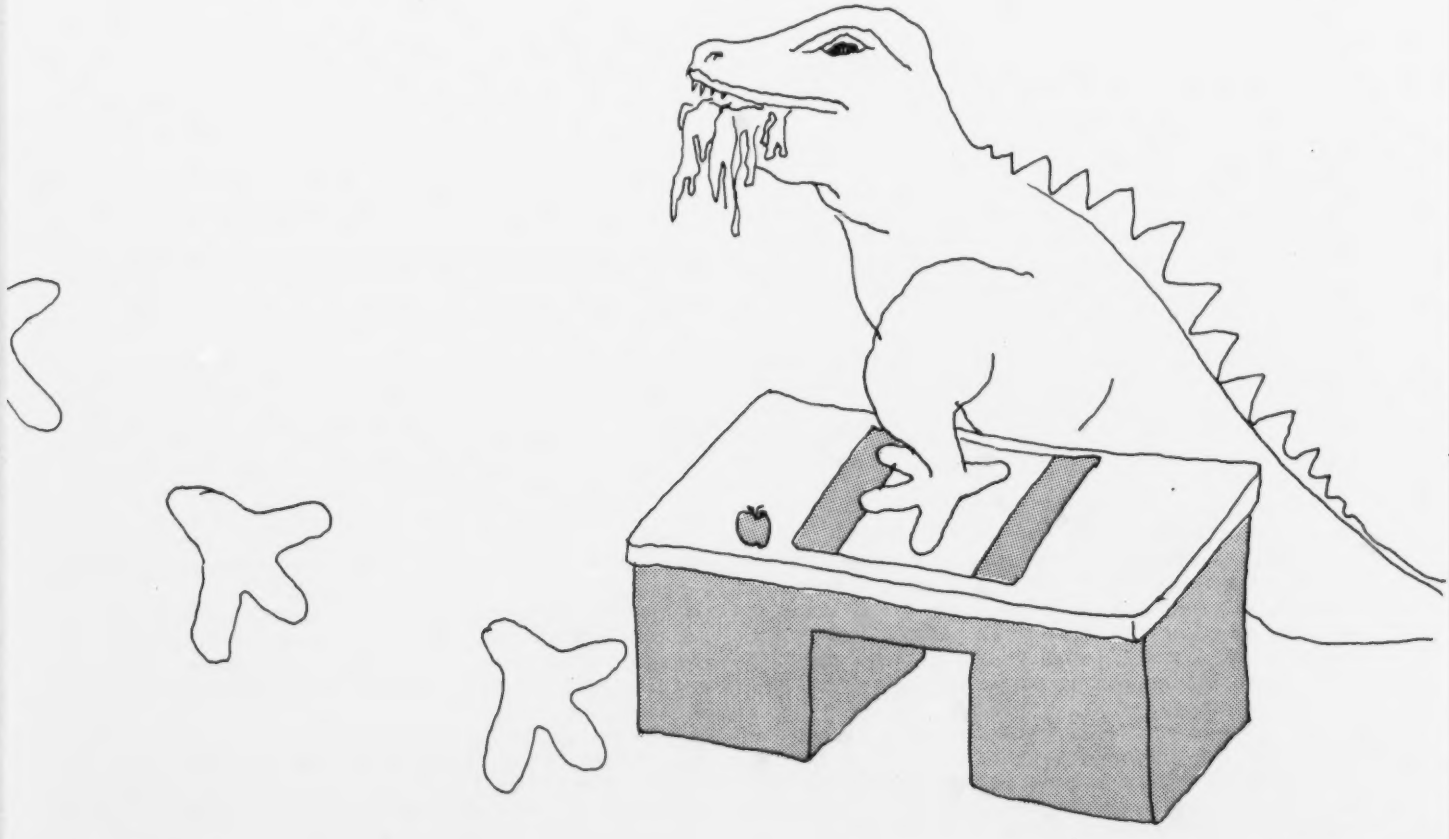
mining voice in program approval and recommendations for individual certificates of competency also.

A final implication for counselor educators and students is a provision for training options. There is fair agreement that there is no one right way to teach or to do counseling. Counselor educators who adhere to a narrow conception of the counseling task will be hard pressed to make available to students a variety of learning theories and methodologies. Those counselor educators, for example, who see counselor education narrowly as learning a group of skills will need to broaden their outlook. Similarly, those who perceive counseling as a process of discovery and unfolding awareness in an open classroom type of setting will be faced with tighter constraints to produce more predictable outcomes.

NDERLYING ALL THE IDEAS above is their higher cost in student and instructor time. As programs are individualized and as assessment systems grow in complexity the cost will rise inevitably. Yet, while the public is asking for more service they are specifying that these improved educational services be provided for the same or less cost. One partial solution to reduced costs is to work out differentiated tasks, such as program developers, evaluators, media specialists, and group facilitators who would be adjunctive personnel to professors. The medical profession has come to realize the nature of specialties, and we might profit from their experience.

A look into the future

ERFORMANCE CRITERIA, and the increasing public demand for accountability, hold both promise and threat for clients and counselors and counselor educators. The promise is that a well developed performance program will lead to higher professional standards for counselors. It must be recognized, however, that some of the most difficult counselor tasks cannot at this time be evaluated easily by performance measures. We must not allow the performance approach to focus counselors' attention on more observable, but often less important, tasks. Thus, the basic issue for counselors is not *whether* to have performance standards and to be held accountable for outcomes but what *forms* they should take. There is little doubt that counseling needs a more sophisticated technology before it can move confidently and quickly into competency-based counselor education and renewal programs. On the other hand, if the counseling profession does not forge ahead courageously in this direction now, the necessary tools and concepts to make it successful will develop slowly. What is likely then is that some group outside of counseling will do the job while counselors sit idly munching their acanthus leaves with the rest of the dinosaurs.



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Counselor Education: A Key to Accountability

In spite of the youth and vigor of the profession, serious questions can be raised concerning the survival of school and college counseling. Unlike the oldest profession [teaching] this younger one has failed to incorporate itself into the fabric of society or to demonstrate that is satisfies basic and continuing needs of individuals. Counselors have done much good and have helped many people, but their occupation has not been widely acknowledged as a Profession nor have its roots extended deep into our supporting economic and social strata. The survival of counseling as it now exists can be questioned (Berdie, 1972.)

When a counselor speaks of accountability, his initial thoughts often focus on strategies of organization, implementation, and evaluation of school or community based guidance programs. Whether attention is directed at career guidance, educational assistance, or personal-social counseling, counseling practitioners question those methods which will both demonstrate and communicate the vital role that the helping professional is performing in the school setting. However, many educational observers suggest that weak guidance programs in the school are a result of inadequate professional counselor preparation. In essence, counselors are not given the proper "professional tools" prior to entering the mainstream of work. Many of the recent ERIC/CAPS documents further support the belief that professional training programs do not provide counselors with the skills necessary for the development of truly accountable guidance programs. Two basic weaknesses seem to characterize most counselor training programs: (1) no stress is placed on identifying the role of the counselor in the school setting; and (2) much of the didactic course work tends to be unproductive in terms of its applicability to the real world.

The question of whether school counselors are generalists or specialists has never really been answered. A close examination of many counselor training programs reveals that they have resolved the issue by burying it. Graduate students in counseling are often given a smattering of competence in such functions as educational assessment, vocational assessment, career guidance, precollege guidance, one-to-one counseling, group counseling, and program management.

The result of this lack of role definition in graduate programs, in all too many cases, is that new counselors flounder in the professional setting. We expect counselors to establish accountable programs without the knowledge of their role and proposed function within the school.

Other critics of guidance and counseling graduate programs suggest that the "storehouse" approach to providing didactic coursework is ineffective. Too often graduate programs are based on providing students with a series of disjointed courses with the assumption that the new counselor can store up concepts and information and then retrieve them later to solve a practical problem. There is a strong indication that most people learn, retain, and retrieve such information best when they learn them in a setting of application—that is, a practical, functional, applied manner. It is common to find practicum students, who having studied tests and measurements for an entire year, are unable to identify and use them appropriately with their clients.

If we expect counselors to assume leadership in developing accountable guidance programs, then new priorities must be established in our training programs. It is apparent that counselors cannot be both competent generalists and competent specialists. If we are to offer competent precollege guidance, career guidance, assessment, and other highly complex services, graduate programs will need to train some people to be specialists.

Finally, if we are to provide the essential "nuts and bolts" skills for new counselors, practical application must be closely linked with course experience throughout the graduate program. If attention is drawn to these two areas of graduate education, then counselors can at least bring a competency base to their job setting.

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Fuel for Feminist Fires

Women may often be their own worst enemies, but the educational system is hardly a friend, according to women's rights advocates in several national organizations. They perceive a built-in anti-female bias in the educational system which is not, they argue, the product of female submissiveness. For example:

*Although they complete their secondary education in numbers approximately equal to boys—and generally with better grades—fewer girls go on to college, and those who do have a more difficult time than boys obtaining scholarships and getting admitted to the most prestigious institutions.

*For those who eventually get their degrees and go to work as teachers in the public schools, the women who eventually get appointed administrators and supervisors are only 19.6 percent of the total—although they outnumber men on the professional staff by almost two to one.

*Women who seek careers on college and university faculties—if they can get appointments—find that their male colleagues are two and a half times more likely to become full professors, two and a half times more likely to earn $10,000 or more and slightly more likely to get tenure.

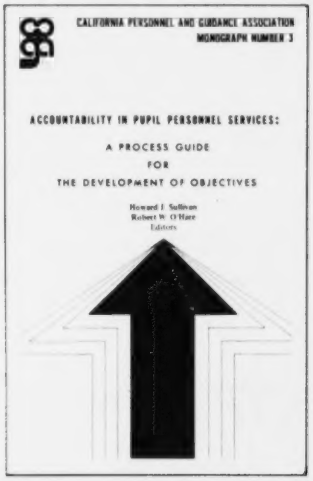
Reviews

Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives
Sullivan, Howard J. and O'Hare, Robert W. (ed.)
California Personnel and Guidance Association
Monograph #3, Fullerton, 1971, 113 p.

Reviewed by Betty Blackford
Northeast Oakland Vocational Education Center

Although the purpose of *Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives* (a monograph resulting from a year long effort by a task force sponsored by the California Personnel and Guidance Association and under the auspices of the Bureau of Pupil Personnel Services, California State Department of Education) is made clear by statement in chapter one, it would, without statement, be obvious to the thousands of counselors and other pupil personnel staff members currently struggling with the task of performance objective writing and seeking aids for so doing. Answering the demand for useful guides for developing objective-based programs, the Monograph describes clearly the procedures involved in developing, operating, and managing programs which can effectively meet the needs of pupils. It is a how-to book. In semi-outline form it tells the reader what he needs to do, why he needs to do it, how he goes about doing it, and what he does with it when it is completed.

For those wishing their supervisors had never heard of performance objectives, the Monograph presents characteristics of an objective-based approach that greatly reduces aversion by leading one to wonder how pupil personnel services developed as much as they did without a systemized approach. An approach that (1) focuses on students, (2) facilitates selection of appropriate guidance activities and the assessment of their effects, (3) provides the means for



making program success visible, (4) facilitates individualization, and (5) provides a means for evaluating and improving, seems to sell itself and make a little pain along the way palatable in terms of the end product.

Schools, with pupil personnel services no exception, are being asked to account for their endeavors. That guidance programs have universally experienced difficulty in articulating why they do what they do and to what extent efforts are successful has long plagued guidance workers. The current demand for evidence of effectiveness now sharpens the need for examination and prompts guidance people to consider program goals and outcomes. This monograph spells out what needs to be done. A balanced program at the operational level needs to be designed. The authors suggest the conceptual framework proposed by F. T. Wellman as an outgrowth of The National Study of Guidance (1967) along two dimensions, *domains* – educational, vocational, and social – and *functional levels* – awareness, accomodation, and action. Sources, such as current programs, assessed needs, and field literature, can be tapped for the identification of program goals. Objectives, which will determine the guidance activities, then need to be stated. As a procedure for stating objectives the Monograph suggests a four step SPOP format embracing (1) *S*ituation – where, (2) *P*opulation – who, (3) *O*utcome – what, and (4) *P*rocess – how and when.

It is the final step in the SPOP format, process, where the real key to effectiveness of a program lies and hence the most difficult with which to deal. Although the authors recognize the importance of many factors relating to process, the Monograph focuses on procedures for identifying appropriate processes leading to attainment of outcomes and steps within the process itself. Keeping in mind that the purpose of the process is to enable students to acquire new behaviors, the authors suggest careful planning for processes which will permit pupil practice of the intended outcome and be economical in dollar and time costs.

In attaining the primary goal of an objective-based pupil personnel program, that of bringing out pre-planned desired pupil outcomes, evaluation is a necessary step. In order to improve effectiveness, it first must be measured. The authors provide procedures adaptable to the use or non-use of pre-specified performance standards.

In order to insure the vitality of the development, attainment and evaluation of objectives, the Monograph suggests management planning focusing on levels of responsibility, levels of implementation and procedures. Specifically they provide a four step Activity Description which identifies a problem, states the objective, plans the attack and names the resources for who, what, and when. This Activity Description accompanied by a task schedule listing events, start and completion dates, and responsibility assignments can be used as effective management tools.

The final consideration of the Monograph is implementation. This chapter is merely a brief review of the previous five chapters with the addition of a program Development Guide, an outline restatement of the procedures for using objective-based programs effectively.

Appendices make up the latter half of the book. Most are useful to some degree. Those providing sample objectives may, by their specific concreteness, offer to some readers the final tap needed to drive home an operative understanding of what objectives are and how to write them. The same may be said for the *Taxonomy of Guidance Objectives* by the National Study of Guidance, which is included in the appendices.

The book is a useful guide. It does not provide a set of objectives that any school system can adopt. It is no quick and ready route by which counselors can get their homework done. It is by its stated intent a guidebook for procedures, that although not supplying final answers to everyone's performance objective perplexity, does spell out and provide easily adaptable methods of proceeding through the task of developing performance-based guidance programs. It is to be adapted, not adopted.

Where it does fall short is in tone. Clear and useful as it is, its aridity of style is dissuasive. The vital touch that an objective-based guidance program ought to have upon real and individual students is not discernible in the discussion. Perhaps this is because the task force composed of directors of guidance, state department personnel, counselor educators, and others in supervisory capacities, does not include practicing counselors. Perhaps it is simply because the nature of objectivity inherent to a discussion of objective-based programs is a demanding and compelling force.

The book is well worth the year long effort put into it by the California Personnel and Guidance Association and the California State Department of Education. Its overall usefulness outweighs shortcomings. Many ear-marked, thumb-smudged copies will undoubtedly find their way to guidance department conference tables across the nation.

Consultations

Dear *Impact:*

Our problem is this—we have a sixteen year old son who, we think, has an alcoholic tendency. This was first discovered when he was thirteen. He was "sleeping out" with a group of boys his age and he was providing liquor for the evening's entertainment.

Since then, and with more frequency, and excessiveness, and in solitary, we find he's been drinking. In fact, just last week he appeared at our local football game in company with three other high school boys who appeared to be sober while he was "staggering drunk."

In this condition, he's incorrigible, destructive, verbally abusive and vulgar and violent. He's courting expulsion from our local high school.

Probably this indicates manifestation of a personality disorder of some degree. Because we are infinitely concerned, we've had him hospitalized for four days to undergo an extensive series of medical tests indicating no physical deficiencies. From there, we sought psychiatric treatment with little success. Following this, he was sent to a highly recommended Behavior Modification school outside Provo, Utah only to discover the program there dealt more with boys who were delinquent such as burglary, drugs, homosexuals, and the like. After three months, we decided to have him return to his home environment.

Now that he's home, we're encountering the drinking problem and we feel we need help in locating a school facility that will treat the alcholic problem while he earns a high school diploma.

Are there such *residential* treatment centers, preferably located in the west, or is there another answer?

Please advise.

Worried Out West

Dear Worried:

Although teenage drinking is still common, your son's manifestation of his problems seems to justify your concern; he needs help. But finding help that is suitable is a major problem because most people do not seek alcoholic treatment until way into adulthood; thus, most centers are geared to adults.

We do however, have some suggestions that might start you on the right track. There are generalized sources of help in the treatment of alcoholism which we will present first; later we will give you the names of specific treatment centers in your vicinity.

One place to start may be a community mental health center in your own county or in a large nearby county, where, through an initial screening procedure, the scope of the problem can be explored and consideration can be given to the important issue of whether it would be more advisable for your son to live at home while receiving treatment or to be treated in a residential setting. Treatment could be provided at the mental health center or a referral made to a more appropriate facility. Your county government should be able to direct you to county centers or to other helping agencies.

Another potential source of help is the National Council on Alcoholism (# 2 Park Avenue, Suite 1720, New York, NY (212) 889-3160), which has branches in most cities throughout the country. The programs they have established are primarily for adults, but we have ascertained that many branches do provide help for youth as well. The national association also provides referral services and can give you further information on facilities in your area. In addition, most states have alcoholic programs and there are numerous local level programs throughout the country such as the Washoe County Council on Alcoholism.

As for your request for residential centers that are geared to treating alcohol related problems, again we must say that most such programs are designed for adults. However, there are many treatment facilities in the west which deal with a variety of youth problems, including drug abuse and heavy drinking, which also provide educational programs that allow the student to continue work toward a high school diploma. One such organization is Omega House in the Reno, Nevada vicinity. Omega House offers a treatment program in which clients can participate for up to 14 hours a day, spending the rest of the time at home. In this agency an extensive evaluation is made of each potential client and if the staff feels that their services are not appropriate, they will do the procedural work necessary to get the client into a more suitable facility. Another agency which may be of help is Entitas in Steamboat Springs, Nevada which provides a 24-hour, live-in environment for youth and also has an extensive referral service.

For information on other possible sources of help it might be advisable to check with your physican, local hospital, state hospital, or family service agencies, and the state or city health department. Few communities are devoid of resources which can be useful to a person encountering drinking problems. We hope you are able to locate a resource that will help your son.

Impact

Dear *Impact*:

I am interested in making a Follow-Up with our students that have left our school last year. We at our Guidance Department would like to evaluate our services and find out the efficiency of our counseling; so would it be possible for you to furnish us with examples of questionnaires that have been sent for such purposes, or give us some sources of reference?

Canadian counselor

Dear Counselor:

In an age where accountability is a rapidly growing phenomenon, educators are increasingly being called upon to demonstrate and enhance the effectiveness of the services they provide. Evaluation is an essential and integral part of such a process for it serves as a means of determining the extent to which a program is meeting its intended purposes and as a basis for making decisions about needed changes and improvements. Thus, we feel that your attempt at evaluating your guidance services is a much needed effort, and one resource which might be helpful in providing a broad overview of a current viewpoint on evaluation is *Evaluating Pupil Personnel Programs*, a monograph developed by the California Personnel and Guidance Association. In addition to presenting a brief discussion of major issues in evaluation, it focuses on designing strategies for improved evaluation. Basic to the strategy proposed in this report is that evaluation practices must be built, in part at least, on setting desired outcomes to be obtained and then attempting to measure the degree of outcome attainment.

With regard to your request for specific questionnaires, one example is the Counseling Services Assessment Blank (CSAB). This instrument attempts to evaluate physical facilities, confidentiality, testing individual counseling, group experiences, perceptions of counselor's and group members' helpfulness, and client perceptions of the counseling center's image and role in the school. Another potentially helpful resource is a study entitled *Guidance Services and Their Impact on Students* which presents several questionnaires to be used with teachers, students, and counselors in assessing a variety of guidance and counseling services.

Listed below are bibliographic citations for the above sources as well as other references which might be helpful in designing an evaluation study.

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Armas W. Tamminen, G. Dean Miller. *Guidance Programs and Their Impact on Students: A Search for Relationships Between Aspects of Guidance and Selected Personal-Social Variables*. Office of Education, Bureau of Research, U.S. Department of Health, Education, and Welfare and Pupil Personnel Services Section, Minnesota Department of Education, St. Paul, 1968.

Anderson, Dale G. and Others. *Guidance Evaluation Guidelines. Guidelines for Evaluation of Counseling and Guidance Programs*. Olympia: Washington State Board of Education; Pullman: Washington State University, 1967. ED 049 480 MF-$0.65 HC-$3.29 37p. After a short discussion of: (1) the importance of evaluation, (2) its guiding philosophy, (3) evaluation of staff qualities, and (4) evaluation techniques, the dimensions of an evaluation study are delineated. They include: (1) organizational and administrative structure, (2) physical facilities, (3) guidance personnel, and (4) guidance services.

Bosdell, Betty. *Research Guidelines for High School Counselors*. New York: College Entrance Examination Board, 1967. ED 017 956—Not available from EDRS. These research guidelines include seven articles on methodology by which school counselors can design and conduct research studies relevant to their own schools and districts. Generalizations concerning the initiation of the study, procedures for analyzing and reporting the data, and interpretation of the data are given in the introduction.

Wick, John W. and Beggs, Donald L. *Evaluation for Decision Making in the Schools*. 1971. ED 053 221—Not available from EDRS. Available from Houghton Mifflin Co., 53 West 43rd St., New York, N.Y. 10036 ($4.85) 268p. This book was written for teachers, administrators, professional specialists in the schools, and students in training in an effort to acquaint them with educational research and measurement techniques produced by experts in these areas.

Hurst, J. D. and Weigel, R. G. *Counseling Services Assessment Blank*. Fort Collins, Colorado: Rocky Mountain Behavioral Sciences Institute, Inc., P.O. Box 2037, 1968.

Impact

Making the Kids Accountable

In the days when education was rigidly interpreted, a popular parental refrain was, "You think you know it all, but you haven't seen the real world!"

Parents in Oregon may have to find something else to complain about, because in 1974, ninth graders in the state will begin a goal and competency based high school program which will alert them to consumer affairs, community involvement, career opportunities, physical and mental health, communications skills, and lifetime learning concepts, as well as the three R's.

Two years of development and public review were invested in the Oregon State Board of Education's new program. Each local school district will choose "performance indicators" for judging students from among those goals and standards developed by state sponsored study teams and task forces.

Although students will still have to spend about the same amount of time in the classroom, they will also have to demonstrate competency in certain skills needed to survive in contemporary society. And for those students who fail to show the right amount of ability or who leave school before the required time is up, there will be "certificates of competence" in areas they have mastered.

Specifically, each student must be able to: read, listen, analyze, speak and write; compute using the basic processes of mathematics; understand basic scientific and technological processes; develop and maintain a healthy mind and body; and develop and maintain the role of a life-long learner.

Along with the traditional courses in English, mathematics, and science needed to meet these standards, all students will be required to take at least one unit of credit in citizenship education, consumer education (personal finance) and career education (skills needed to work in a career cluster or broader range of occupations). For example, the "survival kit" in consumer education should cover employment and income, money management, credit, purchase of goods and services, and consumer rights and responsibilities. A suggested set of subgoals could include understanding three principles: the major purposes of economic system, the effects of a breakdown in the circular flow of money, and the "vital role" of the consumer in the economic system.

FUTURISTIC TRAINING MODULES

The Texas Plan

By Joseph D. Dameron

Joseph Dameron is a professor of counselor education at North Texas State University in Denton, Texas and has been active in both state and national Personnel and Guidance Assn. activities. Last year he chaired the Texas PGA "Task Force for the Cooperative Study of Counselor Preparation, Certification and Practice." The Texas Plan, presented here, grew out of the task force's endeavors.

If we do not change our direction, we will likely end up where we are heading.

Old Chinese Proverb

The concept of differentiated staffing for guidance personnel, supported by the development of a CAREER LADDER, is unique to the profession. In this age of educational accountability, the proposed program is competency-based and is designed to train personnel to accomplish various tasks with different levels of skill involved. The "professional" is given much greater responsibility for developing the "profession" than in times past.

The Texas plan, while primarily public school based, is readily adaptable to community colleges and universities, community agencies, youth serving agencies, and employment offices. The paper is divided into four parts with the Proposal being presented first. The Rationale follows and then Program Characteristics are identified. The paper concludes with a look toward the future of the profession.

The Texas Plan Proposal

Selected institutions of higher education in the State of Texas have embarked on creative and innovative programs for the preparation of guidance personnel at the undergraduate level. The programs involve an integrated undergraduate approach to the preparation of support personnel (para- and pre-professional), built on a competency-based guidance and counseling Career Ladder.

The programs grew out of the Texas PGA *Task Force for the Cooperative Study of Counselor Preparation, Certification, and Practice*, chaired by the author. The Task Force posed the following questions to the State Association.

1. Would it be feasible to remove teacher certification from counselor certification?
2. Would it be feasible to establish an undergraduate program in Guidance Studies, culminating in the Baccalaureate degree, as a means of providing a pre-professional guidance base.?
3. Would it be feasible to establish a graduate level program to provide in-depth preparation in one or more of the specialized counseling areas?
4. Would it be feasible to encourage college and university counselor educators to develop programs relative to performance-based competencies and to prepare their candidates at the Baccalaureate and Master's level so they can demonstrate these competencies in the actual job setting?
5. Would it be feasible to encourage the State Board of Education to develop and implement accredita-

tion standards which would be compatible with the preparation program for guidance personnel outlined in the first four proposals?(2)

The Task Force was given tremendous support as an answer to the last question by Dr. J. W. Edgar, Commissioner of Education of the State of Texas, when he issued his position paper in the form of *Guiding Principles to Govern Certification and Assignment of Counselors* to the State Board of Education. His principles included, in part:

1. There shall be only one certificate for counselors. This certificate shall qualify the holder for assignment in all general and special counseling positions in the public schools.
2. This certificate shall be based on demonstrated performance competencies of the holder to function adequately and equally in all areas of the public school program.
3. The certification of counselors shall be independent of the certification of teachers. Orientation in the various teaching specialization fields in which the counselor should have to function properly shall be incorporated as a part of performance-based programs of counselor preparation rather than as specific teacher preparation programs in those fields.
4. Preparation programs for counselors shall be designed to provide performance-based master's degree level graduates with professional certification. However, such programs shall also provide bachelor degree graduates with sufficient performance competencies that they may qualify for special assignment permits to serve in guidance-type positions under the immediate supervision of a professionally trained and certified counselor. (6)

A monograph entitled: *The Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program*, sponsored by the Association of Counselor Educators and Supervisors (ACES) has been published by the APGA Press. (3) The Monograph, written by the professional counselor education staff at North Texas State University, examines the reasons for moving from a teacher-centered preparation base to a behavioral science foundation. Specific areas of competence are identified and critical tasks are presented.

The Rationale

Extensive forces for change in American society are having a significant impact on educational institutions. Growing federal and state programs and legislation have assigned greatly broadened roles to the guidance and counseling profession as they strive to meet the needs of additional groups of people in a variety of life situations. The problems associated with helping people progress educationally and relate productively to life-work settings require innovative ways of thinking and acting. One way to cope with the new requirements being placed on "professional" shoulders is to explore the merits of *differentiated staffing*, that is, looking toward the development of programs designed to train personnel in the guidance field to do different tasks with varied levels of skill involved. The concept of differentiated staffing also introduces unique approaches to the provision of guidance services which might encourage more efficient and effective use of personnel now in the field (see Figure I).

The differentiated staffing concept, however, will necessitate the development of a new group of guidance positions variously referred to as auxiliary, technical, paraprofessional, or support personnel. The concept of differentiated staffing is not new—it has been accepted and used by many professional and scientific associations. The systematic programming of support personnel roles in connection with the guidance profession is new, though, and calls for a unique proposal: the development of a *Career Ladder* for guidance personnel. (4)

The major thesis of this paper supports the contention that appropriately prepared support personnel, working under the supervision of professional counselors, can contribute significantly to the work of the profession. The appropriate use of support personnel and the development of a professional Career Ladder will facilitate the work of the professional counselor and make the total guidance endeavor more accountable and viable.

The Career Ladder of the Future

In a recent personal letter, Willis E. Dugan, Executive Director Emeritus of the American Personnel and Guidance Association states:

> I support the very real necessity of a career ladder for the counseling profession. This array of counselor personnel extends from the counselor aide, the counselor technician, through levels of counselors ranging to the top master and supervisory counselor . . . Such career ladder programs of preparation for counselors (in schools, community agencies, youth employment centers, etc.) should enable a large reservoir of potential talent to be drawn not only from those interested in teaching but also those who have backgrounds in psychology, anthropology, social science, or any of the academic disciplines . . . I realize that this concept of beginning counselor education earlier in the college years is not acceptable to many existing graduate school departments. However, it is clearly evident that in the changing society in which we live, that some provision must be made for levels of counseling support personnel throughout a full range of the career ladder. (4)

As the *Career Ladder* is presently envisioned (see Figure II), there are three distinct levels to be considered. One rung might lead to the next, but not necessarily so. The first level is paraprofessional.

Para-professional Level: On this level adult personnel are interviewed and assigned try-out positions in public school guidance offices. Such personnel should possess certain competencies resulting from their high school experiences or as the result of community college and/or adult education programs. They can serve

One way to cope with the new requirements being placed on "professional" shoulders is to explore the merits of *differentiated staffing*, . . . the development of programs designed to train personnel in the guidance field to do different tasks with varied levels of skill involved.

FIGURE I: (The Texas Plan) **Present and Proposed Program for Certification**

Present Counselor Certification Requirements (Texas)	Proposed Counselor Certification Requirements (Texas)
Counselor Certification (Professional)	Counselor Certification (Professional)
M.S. Level Counselor Education 30–36 hours 3 years of teaching experience	M.S. Level Counselor Education 30 – 36 hours Specialization possibilities: Special Education Emotionally Handicapped Learning Disabilities Vocational-Technical General: Elementary, Secondary, Higher Education Others: Group Guidance Post Secondary Employment, etc.
Teacher Certification (Provisional)	Guidance Certification (Provisional)
B.S. Level Professional Education 18 hours Academic Specialization 1st Teaching Field – 24 hours 2nd Teaching Field – 24 hours	B.S. Level Guidance Studies 18 hours Specialized Background Preparation for Guidance 48 hours Educ., Psych., Anthropology, Soc., Econ., Stat., Vocational, Communications, Computer Sciences, etc.
General Education Requirements 60 hours	General Education Requirements 60 hours

The differentiated staffing concept, . . . will necessitate the development of a new group of guidance positions . . . referred to as auxiliary, technical, para-professional, or support personnel.

as receptionists, clerks, librarians, and general office workers. Distinguishing characteristics are that they like young people and relate well with them—and that they are trainable. They will start on the Career Ladder as *Intern Guidance Assistants*. After serving their internship with or without salary for a period of one to two years, and after thorough evaluation by the professional guidance staff, they may be given contracts as *Guidance Assistants*. In some cases the *Contract Guidance Assistant* will be expected to complete additional college level work, adult education courses, or possible on-the-job training experiences. Contract renewals will be based on job competency and personality attributes. It is expected that most Contract Guidance Assistants will not seek the next rung of the Career Ladder, but for those who show the desire and possess the ability, this possibility exists.

It might also be possible for junior and senior-level high school students to be considered as "helpers" to the Interns and Contract Guidance Assistants. This type of experience could serve to familiarize them with the Guidance Office and offers recruitment possibilities for the profession. Experiencing the first rung of the *Career Ladder* might result in a life-long climb for some.

Pre-Professional Level: The pre-professional level differs from the para-professional level in that in order to climb to this rung of the Ladder, further training is required. The first rung on this level is the Intern Guidance Associate. This person will have completed the Community College program or at least two years of college or university experience. He will also be presently enrolled in a junior-senior level training program designed to prepare guidance workers. What is being suggested is, in actuality, an integrated four year program based in the behavioral sciences and education. While it will be possible to prepare for teaching as a part of this program, it is not mandatory or necessarily encouraged.

The Guidance Associate will serve his internship in the public school guidance office under the supervision of the professional counseling staff, much like the student teacher who now serves under the direction of the cooperating teacher and college supervisor in the student teaching program. Upon successful completion of the bachelor's program in Guidance Studies and upon recommendation by the public school professional counseling staff, the Guidance Associate will be placed under contract and will work directly under the supervision of professional counselors. The *Contract Guidance Associate* will also share in the supervision of Guidance Assistants. While it will be possible to have more than one Guidance Associate working under the supervision of the professional staff, the employment of Guidance Associates will not be possible unless there is at least one fully trained professional-level counselor on the staff. Stated quite simply, it will not be possible for a school system to employ the pre-professional without provision for professional-level supervision.

Questions such as the ratio of para- and pre-professional personnel to professionals have not been resolved, but it is assumed that guidance and counseling associations and professionals within the field will make recommendations in the near future.

Professional Level: This rung of the *Career Ladder* connotes personnel who have been fully trained and who possibly possess some degree of specialization in specific areas of competence, i.e., the emotionally handicapped, special education, learning disabilities, vocational and technical, post-secondary, group, etc.

Personnel on this level will assume responsibility for supervision of Guidance Associates working under their direction, as well as providing direction for the para-professional Guidance Assistants. It would be possible in a large school system to have Guidance Teams consisting of at least one Professional Counselor (with a specialization in a specific area of competence as mentioned above), two or three Guidance Associates, and several Guidance Assistants.

In order to advance to this rung on the *Career Ladder*, the candidate must possess a master's degree in the field of guidance and counseling and must be endorsed by the institution providing the training experiences as well as be approved by the public school counseling staff who supervise the in-school internship experience that will be required.

It should be noted that this is the first level where the term "counselor" has been used. Prior to this level of specialization, the term Guidance Worker and/or Guidance Associate has been preferable and perhaps more descriptive of the function and level of training possessed by the personnel at that level. With regard to the increased interest in and concern for professionalism, reserving the term "counselor" for this level seems appropriate.

Several unresolved questions related to this level of competency immediately surface. How long will a person serve as a Contract Guidance Associate before becoming a Professional Counselor? Questions such as these must be resolved by specialists within the profession or they

North Texas State University in Denton has the first undergraduate competency-based preparation program for guidance personnel. It is an integrated four-year (field-based as well as classroom-based) approach, although the actual training takes place during the junior and senior years. The master's degree is used for in-depth professional skills and specialization within the profession. All this means that existing "professionals" will need to be updated, since the Guidance Associates will often be better prepared than personnel currently on the master's level. Furthermore, in Texas, institutions without an undergraduate program will not be able to prepare personnel in the Master's level.

In September, 34 undergraduates started in the first two training modules at North Texas State University. The undergraduates can:

(1) prepare for employment in the public schools as guidance associates working under the supervision of professional counselors (or in youth serving, community referral, employment agencies). This involves three plans:
   a. non-teacher certification-primarily a behavioral-science-based program (at least 60 hours) which enables candidates to be employed in the guidance office of a public school at a beginning teachers' salary.
   b. teacher certification, elementary—an education-based program with as many behavioral science hours as possible. Candidates can work in the guidance office, teach a specified subject, or both.
   c. teacher-certification, secondary—same as (b) but on secondary level.

will be answered by others less able to make discriminating decisions.

The next rung on the professional level of the Career Ladder provides for the Specialist Degree in Counseling. The *Counseling Specialist* would be required to complete a program of at least 30 graduate hours beyond the master's degree. The person trained to this level of proficiency could serve as Head Counselor, Team Leader, or Division Chairman in a large public school system or possibly as a Director of Guidance in a smaller system.

The final rung on the Career Ladder as it is presently envisioned will culminate in the Doctoral Degree in Counseling. The typical work setting for the person trained on this level would be in the College or University Guidance Preparation Program, Community College Personnel Program, or serving as the Director of Guidance Services for a large public school system. This type of person, by personal qualifications, training, and experience, would be readily identified as a leader within the profession, well-qualified to stand on the top rung of the *Career Ladder*.

The Program

Since this is the age of "accountability," and performance contracting has already found its way into public school systems, it is anticipated that guidance training programs of the future will be built on performance-based competencies. Such things as semester hours, specific course listings, and semester-long courses will be concepts of the past.

The guidance program under the Texas Plan is identified by these characteristics:

1. *Clearly defined objectives and goals.* Objectives and goals will be both general for the overall program and specific for modules within the program.
2. *Performance-based competencies designed to implement program goals and objectives.* Competencies (knowledge, skills, behaviors) to be demonstrated by the person completing the preparation program will be:
   a. derived from explicit conceptions of guidance roles related to the Career Ladder.
   b. stated so as to make possible assessment of a candidate's behavior in relation to specific competencies.
   c. stated in advance.
3. *Systematic structuring of time modules for the training of candidates in developmental performances of desired competencies.* The candidate's rate of progress through the program will be determined by demonstrated competence rather than by the time or course completion.
4. *Provision for those who wish to enter the program from other disciplines to demonstrate competencies and then to be placed at appropriate competence levels.* This provision will do away with the requirement that each candidate start at the same place, regardless of past experience and personal and professional prerequisites.
5. *Competency-based evaluation at the conclusion of each training module, with provision for re-cycling.* Assessment of the candidate's level of competence will:
   a. use candidate's performance as the primary source of evidence.
   b. take into account evidence of the candidate's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior.
6. *Certification of the candidate based on the manifestation of specified competencies rather than the culmination of course hours or semester credits.* The entire guidance training program is intended to facilitate the development and evaluation of the candidate's achievement of the competencies as specified.

*For a detailed discussion of the above program characteristics, reference should be made to *The Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program*. APGA Press, January, 1973.

The Future

In a recent article by Dr. Garry R. Walz, Past-President of the American Personnel and Guidance Assn., the following statement is made:

> In discussions with counselors about the country, I gather that the topic of major concern for all counselors in all segments of the field is the question of continued public support for counselors and counseling services. This is a characteristic response to difficult economic times. There is a tendency for institutions in difficult times to look for ways to economize and to accomplish these economies by reduction in their counseling staff. In many cases, it means not the loss of a position, but rather a change in work responsibilities. School counselors go back to being classroom teachers, and people in student personnel work assume new and varied responsibilities. (10)

Writers like Walz have clearly focused on the dilemma facing guidance and counseling at the present time. Hard economic times do force professional re-evaluations! Where do we stand? Where are we going?

To bring the issue into sharper focus, the "Third Annual Survey of the Public's Attitudes Toward the Public Schools," 1971, by George Gallup, published in the September, 1971 *Phi Delta Kappan* asked the question:

> Suppose your local school board were "forced" to cut some things from school costs because there is not enough money. I am going to read you a list of many ways that have been suggested for reducing school costs. Will you tell me, in the case of each one, whether your opinion is favorable or unfavorable?

The answers to the 16 proposals were ranked in descending order on the basis of those drawing the most "unfavorable" responses being listed first. It was disconcerting to note that "reduce the number of counselors on the staff" was 13th out of 16. Over 50 percent of the respondents were either favorable to the reduction of counseling positions or chose to express no opinion relative to the subject.

Perhaps the more alarming situation was when the same questions were administered to a representative group of Phi Delta Kappan Teachers. Thirty-five percent of them favored reducing the number of counselors in the schools. It would appear that

Contract renewals will be based on job competency and personality attributes. What is being suggested is . . . an integrated four-year program based in the behavioral sciences and education.

FIGURE II: (The Texas Plan) **Career Ladder for Guidance Personnel**

PROFESSIONAL LEVEL

COUNSELOR EDUCATORS AND SUPERVISORS
REQUIREMENTS: Doctoral degree in counseling and student services
WORK SETTINGS: College or university director of guidance (large school districts)

GUIDANCE AND COUNSELING SPECIALISTS
REQUIREMENTS: Master's + 30 hrs. (specialist degree)
WORK SETTINGS: Lead counselor (large schools); Director of guidance (small school districts)

PROFESSIONAL COUNSELORS
REQUIREMENTS: Master's in counseling with provision for specialized counseling areas; in-school counseling internship

PRE-PROFESSIONAL LEVEL

CONTRACT GUIDANCE ASSOCIATES
REQUIREMENTS: Bachelor's in guidance studies; in-school guidance practicum

INTERN GUIDANCE ASSOCIATES
REQUIREMENTS: University work (undergraduate guidance studies); vocational experience (in-school guidance practicum)

PARA-PROFESSIONAL LEVEL

CONTRACT GUIDANCE ASSISTANTS
REQUIREMENTS: Some university work; skill training; on the job training experience

INTERN GUIDANCE ASSISTANTS
REQUIREMENTS: High school (possibly high school seniors); some skill training; adult education; some experience

. . . personnel within the education profession either have not evidenced the impact of counselors . . . or they feel that the educational dollar could be spent in more beneficial ways.

personnel within the education profession either have not evidenced the impact of counselors in the public schools or they feel that the educational dollar could be spent in more beneficial ways.

Eli Ginzberg, Chairman of the National Manpower Advisory Committee, in his book, *Career Guidance*, points the way to a more viable profession when he states:

1. Two million teachers really represent a potential kind of para-professional assistance to the counselors if the counselors knew how to use them.
2. More rapid progress toward professionalism can be made through actions aimed at improving accountability, taking more steps to innovate, expanding research, and playing a more active role in formulating policies and programs aimed at meeting the needs of the public for improved services.
3. Improved counselor performance should be sought through more emphasis on group techniques; more reliance on non-guidance colleagues and other specialized manpower resources; greater use of support personnel; and improved supervision.
4. The education of guidance personnel must include more training in the dynamics of the labor market. Moreover, supervised field work in appropriate settings should be an integral part of all professional training.
5. The requirement of teaching experience for the certification of school counselors should be rescinded.
6. The school system in general, and the guidance people in particular, need to know what happens to the people who use their services. (8)

(For article on Ginzberg's *Career Guidance*, see *Impact* Vol. 1, No. 1)

A final, but personal, comment on the demand for professionalization of counseling seems in order. While I do not think we are at the place in our professional existence where we can be compared to the field of medicine or evaluated in light of a medical model, an illustration from that field serves to make a cogent point.

My infrequent trips to the dentist's office have provided a sharp focus for the concepts of differentiated staffing and the professional *Career Ladder*. When I enter my dentist's office, I am greeted by a pleasant and efficient receptionist who checks her appointment book and makes the preparations necessitated by my visit. (She also records what happens while I am there and maintains the financial records of the office.) If I need to have my teeth cleaned, the Dental Hygienist does this job in a most precise manner. If I need to have my teeth X-rayed, an X-ray technician performs this service in a most professional way. It is only when I need to have my teeth worked on that I actually see my dentist. I stand in admiration of him because he actually practices what he was trained to do – work on teeth.

It is true that public support for counselors and guidance services is waning because of difficult economic times. It is also true that the public will continue to hold the "profession" more accountable!

The old Chinese proverb states: *If we do not change our direction, we will likely end up where we are heading*. The Texas Plan has required a change in direction – it remains to be seen where we will end up.

For references see *Impact's* Bibliography section.

The Resourceful Riddle: Can You Solve It?

What needs only one hour of your attention each month and keeps you up to date on the latest materials, exemplary practices, research findings, and news in education, psychology, social work, guidance and psychology?

a. the six o'clock news?
b. your neighbor?
c. all of the above?
d. none of the above?

What brings research findings – journal articles, dissertations, reports of governmental projects – to your fingertips?

a. the encyclopedia?
b. the school newsletter?
c. all of the above?
d. none of the above?

What presents concise capsules of information that can lead you to more effective ways of helping?

a. Lorna's lovelorn column?
b. the want ads?
c. all of the above?
d. none of the above?

What communicates directly to you and your needs?

Come on now – you should have guessed by now. The answer is:

Communique

A concise, resource-filled newsletter for practicing counselors which comes to you 10 times a year. It's inexpensive, fast-paced and extremely useful in solving all those other "riddles" that you face in your work. **Communique communicates!**

Quotes

Don't love the old order or the things which keep it going. If anyone loves the old order it is not the Father's love that's in him. For everything that's in the old order . . . is not from the Father but from the old order itself. And the old order, with its hankerings, is collapsing, but he who lives by the will of God moves into the New Age.

The Cotton Patch Version
1 John

The terms "usual" or "most frequent" or "average" are meaningless without reference to some group, and this state of affairs poses two problems. First, conformity in itself, as history abundantly demonstrates, is a dubious guide to conduct. Innovation is as necessary to a culture's survival as are tradition and conservation, and conformity has frequently meant acquiescence.

Edward Shoben
American Psychologist
April, 1957

While the nation has in recent years sold the importance of science and technology to our younger people, it has neglected to communicate the importance of some ten million skilled blue-collar workers who are responsible for transforming the ideas of scientists and the plans of engineers into tangible goods and services.

Consequently, according to union leaders, the blue-collar worker increasingly feels that his work has no "status" in the eyes of society, the media, or even his own children.

"The Problem of the Blue Collar Worker" **(1970)**
former Asst. Sec. of Labor,
Jerome Rosow

When first formulated in the eighteen-eighties, civil-service laws were designed to keep out incompetents. Now, they serve to keep them in. Genghis Khan conquered Asia with an army only half the size of New York City's civil service.

Dr. Emanuel Savas
management expert
New York City

[TV ads directed at children are like] shooting fish in a barrel. It is a direct appeal to consumers who are illiterate, unemployed and dependent for their welfare on others.

Joan Ganz Cooney, president
Children's Television Workshop

Let's live our lives in such a way so that we can laugh when we're together and smile when we're alone.

Allan Sherman
author, songwriter

Men are products of circumstances and upbringings and . . . therefore changed men are products of other circumstances and changed upbringings . . . circumstances are changed precisely by men.

Karl Marx

The New consciousness is the product of two interacting forces: the promise of life that is made to young Americans by all of our affluence, technology, liberation, and ideals, and the threat to that promise posed by everything from neon ugliness and boring jobs to the Vietnam War and the shadow of nuclear holocaust. Neither the promise nor the threat is the cause by itself; but the two together have done it.

Charles Reich
The Greening of America

Informal classrooms in the long run may well become a form of patronizing put-down: These kids aren't really capable of serious effort, so make sure they have fun.

Blacks and other minorities have already been deschooled, deprived, demotivated, and too often dehumanized. Minorities don't have to invent new ways to be kept out of the system; that has been done for them by others who are experts. They want in, not out.

Bernard Watson, chairman
Urban Education Division
Temple University

History is hard to know, because of all the hired bullshit; but even without being sure of "history" it seems entirely reasonable to think that every now and then the energy of a whole generation comes to a head in a long fine flash, for reasons nobody really understands at the time—and which never explain, in retrospect, what actually happened. My central memory of that time seems to hang on one or five or maybe forty nights—or very early mornings—when I left the Fillmore half-crazy and, instead of going home, aimed the big 650 Lightning across the Bay Bridge at 100 miles an hour . . . not sure which turnoff to take when I got to the other end . . . but being absolutely certain that no matter which way I went I would come to a place where people were just as high and wild as I was.

Fear and Loathing in Las Vegas:
A Savage Journey to the Heart of
The American Dream
Hunter S. Thompson

How can you be in two places at once when you're really no place at all?

Firesign Theatre

The grimmest demon of our day—the demand for conformity set up by the frightened men, the unfree men, the men George Orwell said would triumph by 1984.

Philip Wylie

It is not uncommon to hear therapists referring to a stepparent as "your father" or "your mother" or acting as if a child has always lived in his new family, thus denying the child's special identity.

Gerda L. Schulman, director
Jewish Family Service
New York City

The only great labors are labors of love. Since this is so, only those people should write books—scholarly or otherwise—who love to write books or need, out of their own obscure hunger, to write books. All others should be actively discouraged because they will, with rare exceptions, write bad books.

Page Smith
historian
(Retiring in protest of
"publish or perish")

For me there is only the traveling on the paths that have heart, on any path that may have a heart. There I travel, and the only worthwhile challenge for me is to traverse its full length. And there I travel—looking, looking, breathlessly.

Carlos Castaneda
The Teachings of Don Juan:
A Yaqui Way of Knowledge

Accountability: Education's New Whipping Boy

(An Overview
and Guideline for
Developing
Accountable Programs)

Accountability is like the magic "stone" soup in Brown's 1947 folktale. In this story, a group of soldiers went to a market place to beg for a pot, a fire and some water with which to make a broth. They ceremoniously produced a magic stone and dropped it in the boiling water. Crowds gathered to see what kind of tasty soup could be made with stone. One of the soldiers muttered absently that the soup would taste even better with a few lentils, so one of the onlookers threw in a handful. Another soldier hinted that a potato would enhance the flavor and someone contributed five. Soon the soup contained several vegetables and some goat's meat—it was delicious! Everyone was impressed with the magical efficacy of the stone.

Accountability also began as a watery, bodiless concoction—a concept "cooked up" by educators but lacking community involvement or understanding. It purported to be magical—a solution to ineffective counseling and guidance services, a vehicle for relevant practices. Accountability meant that now people would know where their tax dollars were going, what curriculum they were supporting, what services they could expect from the counseling office. It sounded delicious, but the actual workings of such a process remained mysterious. And, like anything magical or mysterious, accountability was greeted with skepticism, often by counselors themselves who feared that this new era of critical evaluation of their profession equalled condemnation.

The cry for accountable guidance programs began some three years ago on the tail of other educational innovations—performance contracting in the elementary schools (if Johnny doesn't learn to read, the "contractor" or hired teaching consultant isn't paid); more stringent cost accountability for privately or governmentally funded education projects; reevaluation of traditional teaching techniques and the advent of the open classroom or individual progress concept. Counseling and guidance responded to this cry, not just because accountability was in vogue, but because as a less visible mechanism in the educational system, the profession was being threatened. The public resisted allocating more monies to counseling; they questioned its effectiveness in providing career information, in helping people make educational decisions, in drawing on community resources and support for its operation. Because of its intangible nature, counseling was often the first school service to suffer cutbacks in funds, clerical support and salaries; and in some cases counselors' jobs were eliminated.

Keeping in mind Leon Lessinger's (1970) definition that "accountability is the ability to deliver on promises," and spurred by signs of financial stress and public discontent, counseling and guidance systems are examining how the accountability concept applies to their particular settings, and what they can do to become accountable. Broadly, two criteria must be met. First, they must reasses their impact on the positive growth of the individual in the educational setting. Second, they need to develop discrete measures of performance for each area of guidance and communicate their objectives and desired outcomes to the public. Simply stated, the counselor is seeking to develop programs that work, that truly serve the needs of clients and the community.

As was the case with the soldiers in Brown's tale, counselors have the basic ingredients for establishing accountable guidance programs, but lack the essential components for developing viable strategies of implementation and assessment. They have the pot, fire, and water, but lack the lentils, potatoes and vegetables. Many of the documents on accountability that ERIC/CAPS has reviewed suggest that although some strategies for establishing measurable objectives have been designed, counselors are concerned with identiying *all* the

Development of an Objective (Fig. 1)

General Goal: To assist students toward development of realistic career goals
Specific Goal: To help students explore occupations in line with their interests and abilities
Population: All students in ninth grade

Strategies	Outcomes	Staff
–as a result of explanation and demonstration of materials and equipment in the Career Information Center (CIC)	–students will become somewhat familiar with occupational opportunities	CIC, AV staff
–as a result of small group meeting with guidance staff members	–students will tentatively select occupational areas consistent with their interests and abilities	Guidance Staff
–as a result of conferences with guidance staff	–students will select programs of study which relate to their choice of occupational areas	Guidance Staff

Behavioral Objective

As a result of group and individual counseling sessions with the guidance staff, 90% of all ninth graders will enroll in a tenth grade program of study that will provide them with the preparation, training or exploration necessary to enter or pursue their chosen vocations.

Sullivan and O'Hare

Task Schedule (Fig. 2)

Name of Program: Occupational Exploration
Name of Activity: Familiarization with CIC materials for ninth graders
Person Responsible: CIC Coordinator

Event	Starting Date	Completion Date	Person Responsible
Visitation to CIC facility	10/2/72	10/6/72	CIC Coordinator
Slide presentation illustrating use of materials	10/9/72	10/13/72	CIC staff member or student aide
Peer presentation by students with differing occupational interests who demonstrate how they use the CIC	10/16/72	10/27/72	CIC Coordinator AND students who have previously made use of CIC
Demonstration and use of audiovisual aids, such as tapes, filmstrips, movies, computer terminals, etc.	10/30/72	11/10/72	AV Coordinator OR AV aide

Based on model by O'Hare and Lasser

essential components of an accountable guidance program.

The concept of accountability implies responsibility and measurement, but how can one actually measure success in intangibles? It is possible to determine functioning levels in absolutes like math and science, even in less absolute areas like social science or art. But how do helping persons measure "career planning," or "decision making," or "getting along with others?" The answer of course, is that these concepts cannot be measured. What can be measured are those behaviors that lead to improved career planning, decision making or getting along with others. To do this, objectives must first be stated in terms of desired outcomes for those involved.

Guidance programs, however, should not focus exclusively on student needs. While the major emphases understandably lie in the student domain, parents, and staff, including counselors themselves, also need assistance in identifying desired outcomes. These groups must be included in the process of establishing goals, for if parents and staff do not share program goals, guidance can have only limited impact. All adult groups must understand the nature of the student population with which they are working—its potential as well as its limitations. They must also understand student guidance objectives so they may better assist students in meeting established goals.

Once objectives are clearly defined, community participants can select appropriate guidance activities and better evaluate the effect of those activities. Such an evaluation also serves to locate students who may not have attained the anticipated outcomes and who require additional learning experiences. Assessable objectives promote support for the program by making successes more visible to the student, staff, and parents.

Developing Objectives

Several areas of concern have emerged as the focal points for formulating guidance objectives. F. T. Wellman (1967a) identified three such areas: educational, social, and vocational. Students are encouraged to examine each area and their relationship to it, and to pursue those paths that will best

Accountability: Some Beginning Steps Toward Adoption

1. Assess the target population – its needs, potential and environments.
2. Develop criteria-based objectives which reflect those needs.
3. Provide adequate carefully-designed strategies through which population can meet those objectives.
4. Provide for monitoring of program process.
5. Evaluate performance, based on criteria established in objectives themselves, to determine efficacy of learning experiences.
6. Identify those who have not attained desired outcomes, and offer them alternative experiences which may better lead to success.
7. Be prepared to revise, reformulate or, when justified, terminate part or all of the program.
8. Provide for continuous communication to and from the community regarding the program.

Checklist

Does your program

* address itself to the needs and goals of the targeted population?
* provide assistance to staff and parents as well as students?
* rest on both practical and theoretical considerations?
* have specific objectives whose successful attainment can be "measured"?
* have means of assessing both positive and negative client outcomes?
* utilize community, faculty, and published materials as resources for activity development?
* provide constructive learning activities which are geared to the level and needs of the population involved?
* coordinate its objectives and activities with school and community objectives and activities?
* provide avenues for communicating program goals and activities to parents, teachers and interested members of the business community?
* have a built-in monitoring system for effective program management?
* make the most effective use of available staff, time and resources?
* contain documentation to permit continuity in the event of key personnel changes?
* provide flexibility needed for revision, reformulation or termination?
* permit adoption of newly-recognized innovative practices?
* recognize the critical factors related to the implementation of new programs such as linkage with power figures and the media?
* provide for accurate data collection and utilization?
* provide public relations strategies to encourage community understanding and support?
* contain means for effective cost analysis?
* allow for replication or duplication outside your setting?
* work!!!!?

meet the needs implied in that relationship. Objectives should be sufficiently detailed to permit students to establish activities which will help them reach their goals and which will permit adequate measures for success.

A first step in establishing objectives for a school guidance program, is to examine programs operating in similar school settings, to learn from their mistakes and successes how the guidance needs of the school in question can best be met. Second, each objective must be based upon understandings of: the population involved; the environment in which they function; anticipated outcomes; and specific activities involved in successfully reaching goals. The establishment of activities will provide specific objectives as well as tools for evaluating the effectiveness of the activity in reaching a designated goal. Activities should be carefully selected to allow students to use what they learn so that they may transfer their knowledge to other areas of their lives. Students as well as adults should be aware and accepting of program goals so that no one works at crosspurposes.

Management

A regular schedule of monitoring by counselors should be built into the program to record student progress toward established goals. In planning a monitoring system, maximum use of human as well as material resources can facilitate its effectiveness. One two-pronged approach involves a description of each objective, including a definition of the problem to be met by accomplishing the objective; the activity or activities to be implemented in reaching the objective; and the staff· resources involved. Part Two of the approach is a schedule of responsibility. A listing of particular activities and person(s) responsible for it, and the specific events leading to successful completion of that activity. Each such event is accompanied by starting and finishing dates as well as the name of the person responsible for it.

(see Figures 1 and 2)

This type of monitoring can be done by counselors or teachers to ascertain student progress, and by the director of guidance to determine school progress toward guidance goals. Monitoring is a way to note program functioning; it is not designed to rate each activity in relation to specific objectives. Rather, it is designed to determine the extent to which the school is fulfilling its guidance commitment. Monitoring, however necessary, should not be confused with evaluation. Whereas monitoring is the process of determining the progress of the program, evaluation is the process of determining the success of the program.

Evaluation

Evaluation should involve students, counselors, staff and parents, and encourage them to express their feelings about outcome success. Program evaluation should not be undertaken

Student Record (Fig. 3)

Name of Student _____

Name of Activity: Familiarization with materials in CIC

Event	Date Completed	Remarks
Visitation of CIC facility	10/4/72	X
Slide Presentation	10/11/72	X
Peer Presentation	10/26/72	X
Demonstration and use of AV	11/8/72	Can not yet handle tape recorder or computer terminals

Action: Assign friend to work with this student, on a one-to-one basis, during lunch or study hall, under supervision of an AV staff member or aide.

without purpose. Its design should foster improvements in the program or in particular processes; improved staff use of specific techniques; the collection of data; and new, preferred behaviors by program participants. The primary purpose, then, in establishing objectives as bases for evaluation is to make guidance services more responsive to needs, student needs in particular, and to invite improved behaviors. In addition, evaluation identifies those students who need further assistance in reaching established goals, helps staff members improve their skills in guidance techniques, and provides objective information to both school and community about the way the program is functioning.

How can evaluation best be accomplished? If program objectives are specifically and realistically delineated, with legitimate post-test expectations propounded, pre-and-post testing can determine how well the objectives are being met. Individual student records should be kept with appropriate check marks for each activity they undertake. (See Figure 3).
Survey sheets for students as well as staff and counselors should be circulated at the conclusion of a process to note whether those involved feel an objective has been adequately met. If many have not met a specific objective – or if they *feel* they have not met an objective successfully – a program review is called for. The objective in question may be invalid, or the process strategies may lack meaning for the target audience.

Accountability, particularly in guidance, is, for many, a bad word because it implies mistrust. It seems to say to the helping professional, "Look, we can't see the results of your involvement with our kids. You don't give grades, you don't have a project on display, you don't even get to see all our children! What, exactly, are you doing to justify your cost to the taxpayer?" And, certainly, the argument is a valid and cogent one. Helping professionals are offering a commodity – their services in promoting the growth of individuals – for which they receive compensation. When dentists perform a helping service, the result is visible – there is a new filling, perhaps a new tooth or denture. Cleaners return fresh garments, mended clothes, neatly laundered shirts. But what are people "getting" when they "buy" the services of a school counselor? They don't always know, but they are demanding to know. They are demanding the same kind of accountability in their schools that they demand in the marketplace, and they are going to get it.

A guidance system that will satisy this call for accountability should include at least the following:

1. It must make the educational system more responsive to the needs of society and its own clientele.
2. It must relate to comprehensive educational planning and show that the programs generated are economical in terms of costs involved.
3. It must relate measurable counseling goals to societal goals, and demonstrate the ability to interface guidance systems with other public and private systems serving society.
4. It must measure program effectiveness based on stated real goal accomplishment in a time frame.
5. It must report results in a multidimensional format to the interested publics of the educational enterprise, both internal and external.
6. It must be flexible enough to provide input to regenerate the system through constant evaluation and feedback which serve as a guide to program formulation, revision, or, if justified, termination.

Providing accountability in the educational setting, particularly in the school guidance program, is not easy. It can be time-consuming, difficult, and, like much else that helping professionals do, open to criticism. But in these days of million dollar ideas and nickel and dime pocketbooks, accountability counts. Our ability, as helping professionals, to become accountable rests not only on skill in developing elaborate evaluative techniques, or in making joint decisions with the publics involved, but in coming to grips with the very basic question, "are we helping?"

Letters

Readers React Strongly To the Strong

Dear Sir:

I have always considered the Strong as a single step, of many, on the road called career planning. The Schlossberg-Goodman concept that it limits occupation choices is incredible. If their version of career counseling is restricted by the listings of the Strong, their protestations do not deserve publication.

Thomas H. Holcomb, Counselor
Tomales, California

Dear Mr., Ms., and Miss:

I once heard of a doctoral dissertation on the proper positioning of urinals in the elementary school. The Schlossberg-Goodman article reminded me once again of that most important piece of research.

I commend Campbell for his restrained response to a couple of cheap exhibitionists. It seems that "cheap shots" are the order of the day across the country.

I am sure you have better uses for your future issues than a continuation of this nonsense.

George Abbott, Director
Syracuse University
Office of Career Services

Dear Sir or Madam:

I enjoyed the fine article by Schlossberg and Goodman about the Strong Vocational Interest Blank, but I can't say the same about Campbell's response.

He confuses intent with effect: if he didn't mean to be chauvinistic, ergo, he is not. Campbell forgets that even the pure in heart can discriminate. Under laws concerning discrimination, intent is simply irrelevant. It's the effect that counts.

Under Title IX of the Education Amendments Act of 1972, sex discrimination in federally assisted education programs is forbidden. Tests with different norms for each sex would be as illegal as tests with different norms for minority and white students.

The issue is simply this: do *people*, men and women alike, need the same interests for success in particular job areas? Recast the question in terms of race and one sees the fallaciousness of Campbell's reasoning.

Bernice Sandler
Executive Associate and Director
Project on the Status and
Education of Women

Bazaar

JOURNALS AND NEWSLETTERS

Journal of Drug Issues
Box 4021, Tallahassee, FL 32303
Quarterly, $15/year.
Broadly oriented journal with a wide range of contributors.

CAFAM-3, Fides Neighborhood House
1554 Eighth St., N.W., Washington, DC 20001. Free
Newsletter of the Collective Action for Alternative Media in the Third World – a group dedicated to establishing alternative channels of communication for Blacks and Latins.

Grassroots
Suite 212, 1211 Conn. Ave., N.W., Washington, DC, 20036. $95 per year.
A drug information service with monthly supplements of up-to-date information in twenty six cateogries; mainly for institutions.

Behaviorism: A Forum for Critical Discussion
W. F. Day, Dept. of Psychology, Univ. of Nevada, Reno, NV, 89507, $10 per year individuals, $15 per year institutions.
Designed to promote discussion of behaviorist concepts between psychologists and philosophers.

Journal of Mental Health Technology
Ronald Roesch, 2500 East Van Buren, Phoenix, AZ, 85008, $2.50 per year – 2 issues.
An opportunity for mental health workers to communicate ideas, proposals and recommendations regarding utilization of their services in state hospitals and community agencies.

Resources for Youth
A periodic bulletin of the National Commission on Resources for Youth, 36 W. 44th Street, New York, NY, 10036.
Describes programs which young people have initiated and implemented by themselves in cooperation with adults. It is hoped that these ideas will help readers to develop new activities. Free.

BOOKS

Your City Has Been Kidnapped – Deschool Primer No. 3
Zephyrus Education Exchange
c/o Ron Jones
1201 Stanyan Street
San Francisco, CA 94117
A book about the mystery and magic that is city life. It's a tool which will help you use the city as a classroom and be your own teacher.

It's published by a non-profit collaborative of teachers, toymakers, parents, and students forming an educational exchange for learning materials.

A Life Of Your Own.
Harriet La Barre, McKay, $6.95.
A frank discussion of the woman who lives alone, whether single, divorced or widowed. Offers some nuts-and-bolts suggestions on work and careers, but chiefly communicates a belief that a woman alone today can lead a fulfilled life.

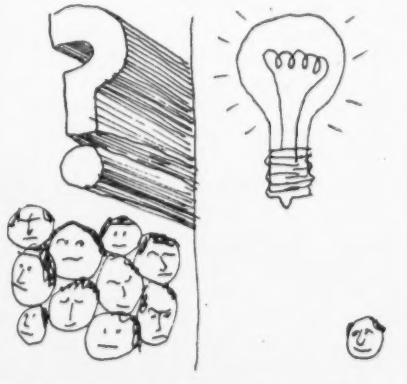
I'm Running Away from Home but I'm Not Allowed to Cross the Street

KNOW, Inc.
Box 86031
Pittsburgh, PA 15221
A primer on women's liberation to get feminine feet started in a new direction.

P.S. Your Not Listening
Eleanor Craig, Richard W. Baron (Dutton, dist.), $5.95.
A documentary account of the author's experiences during one year of teaching five emotionally disturbed children.

The Primal Revolution: Toward a Real World
Arthur Janov
Simon and Schuster, $6.95
Janov illustrates how his therapeutic theories and techniques can be effectively applied to the many problems of living – alcoholism, drug addiction, homosexuality, heterosexual "perversions," and even drug-induced psychosis. He suggests that with radical changes in child-rearing, education and therapy, children can learn to express rather than hide their real feelings, and thus move into "a real world."

Victims of Groupthink: A Psychological Study of Foreign Policy Decisions and Fiascos
Irving L. Janis. Houghton, $7.95.
Janis, a psychologist concerned with group dynamics, argues the defective judgment that arises in cohesive groups when they apply their collective minds to an assignment. "The more amiability and esprit de corps among the members of a policy-making group," writes Janis, "the greater is the danger that independent critical thinking will be replaced by groupthink."



Groups, Gimmicks and Instant Gurus: An Examination of Encounter Groups and Their Distortions.
William R. Coulson. Harper & Row, $5.95.
A look at current encounter therapy by an author who has had much experience as a group leader with the Immaculate Heart project in La Jolla, California. Coulson describes what he feels is wrong with the "encounter" approach in practice – gimmicks more suitable to show-biz than to therapy, the surfacing of old problems and hostilities once the member leaves the warmth and group-feeling instilled by an encounter session, the eventual setting in of boredom. He also tells what he feels is valuable in encounter, describing instances out of his project experience and using his own family as an example.

In Praise of Madness
Paul J. Stern. Norton, $5.95.
Stern, a practicing therapist makes an eloquent plea for what he calls the birthright of every individual – "a reality of his own." He leads the reader through analyses of ecstatic experiences, explores the universal fear of "going crazy" – "madness is not available to everyone," he notes ironically – and has much to say about Freud, dreams, violence, LSD, the dubious effectiveness of encounter groups, the counterculture's "cheap mass exodus to inner space."

Psychology is About People
H. J. Eysenck. Library Press, $7.95.
In his new book Eysenck makes a provocative case for his own interpretation of behaviorist theory. He treats people in relation to their immediate problems, be they sexual, educational or social. Eysenck describes cases in which his theories have resulted in possible "cures" whereas traditional psychiatry had apparently made little headway in those same cases.

REPORTS

Marijuana and Health
National Clearinghouse for Drug Abuse Information
5600 Fishers Lane
Room 8-94
Rockville, MD 20852
The second annual report by the Secretary of Health, Education and Welfare to Congress. Free

Mexican American Education in Texas: A Function of Wealth
US Government Office, Washington, DC 20402 0500-0079-$ .55.
The US Commission on Civil Rights report on how school financing in Texas discriminates against Mexican-Americans on four counts.

The Rights of Teachers
ACLU, 156 Fifth Street, New York, NY 10019 $ .95.
A broad view of the current status of teachers' rights by NEA deputy counsel David Rubin.

Career Education and the Technology of Career Development
Conference proceedings include comments by Commissioner Marland and descriptions of school-based and employer-based career models.
American Institute for Research
P.O. Box 1113, Palo Alto, CA 94302-$4.50.
Also available from same source for $2.50:
Planning, Developing and Field Testing Career Guidance Programs: A Manual and Report.

RESOURCES

Don't Hold Your Breath
An 18-minute, 16 mm., color-sound film providing testimony by a biologist, a physician, an economist, a registered nurse, and concerned citizens showing how air pollution affects their special disciplines and their lives, is available for purchase or rental from Group Against Smog and Pollution (GASP).
Purchase price $125, rental $10, from:
Group Against Smog and Pollution
P.O. Box 2850,
Pittsburgh, PA 15230

Self Directed Career Program.
John Holland
A counseling aid to help the counselor reach more people, this program enables the user to fill out an assessment booklet, get a 3-letter performance code, and find the corresponding career in the occupational classification booklet. Materials are simple and straight forward, and are designed for adults, high school and college students. For information write: Consulting Psychologists Press, 577 College Ave., Palo Alto, CA 94306.

fliers, films, and special materials for minority groups. Addresses of state lending libraries for films and other materials and a streamlined order form come with the guide. A copy may be obtained from:

The National Clearinghouse for Drug Abuse Information
5600 Fishers Lane
Rockville, MD 20852

The World Around Them: Enviromental Education in the Urban Environment

Designed to provide urban teachers with materials which can be used to create student awareness and concern for urban environmental problems. Among topics are "A City Block—an Environmental Design," "The Streets of the City," and "Noise Pollution." Activities are written for intermediate grades.

Available for $2.00 postpaid from:

Conservation and Environmental Studies Center
Whitesboro, NJ 08252

People Who Fix Things

Emphasizes the achievement of satisfaction through skillful workmanship, capitalizing on interests and abilities. The behind-the-scenes but important work of three types of repairmen are portrayed—small aircraft mechanic, tree surgeon and musical instrument repairman.

Churchill Films
662 No. Robertson Blvd.
Los Angeles, CA 90069

Prejudice and You . . . A Learning Experience

A cassette program designed to change students' attitudes toward people of "different" ethnic backgrounds. Uses 20 situations in which students are encouraged to consider their feelings and those of others.

National School Public Relations Association
1801 N. Moore St.
Arlington, VA 22209 $39.95

Behavioral Modification Audio-Visual Training Kits

Behavioral Products
4857-B Far Hills
Dayton, OH 45429

Kits include overhead transparencies, Cassette recordings, instructions and texts on such topics as Classroom Management, Behavioral Objectives and Parent Training.

B. F. Skinner on Counseling & Education:

16mm, color films. Contact American Personnel & Guidance Assn., Film Dept. 10PT, 1607 New Hampshire Ave., N.W. Washington, DC 20009.

An Education A Little Out of The Ordinary

American Assn. of Junior Colleges
One Dupont Circle, N.W., Washington DC
20036 Single copies free, 10 or more 50c.

An illustrated guide to community college enrollment, practices etc. along with a report on the activities of the publisher.

FUD: Free University Directory

by Jane Lichtman
AAHE
One Dupont Circle, Suite 780
Washington, DC 20036
44 pp. $1.50. (AAHE members price, $1.00)

Lists over 120 free u's and learning networks in the US and Canada. It includes information on the number of students and courses, fees, special projects, budget, and affiliation of each school listed.

FUD is the first part of American Assn. for Higher Education project on free universities. Please include payment with order.

Search for Values

Pflaum/Standard
38 West Fifth Street
Dayton, OH 45402
$44.95 per set

A valuable tool kit of strategies and techniques for helping students sort out their actions and feelings about the world within and around them. Aimed to help people come to grips with their personal value systems and to more clearly see the directions in which their choices are taking them. The lessons are divided according to seven topics: time; competition; authority; personal space; commitment; relationships; and images. Search for Values may be used as a basic course in human relations or as supplementary material for existing coursework. The programs are low-risk and non-judgmental, including group discussions, one-to-one experiences, role playing and one-to-group experiences.

Equal Employment Opportunity for Minority Group College Graduates: Locating, Recruiting, Employing

By Robert Calvert, Jr.
Garrett Park Press
Garrett Park, MD 20766
250 pp. $4.95 prepaid, $5.95 if billed.

A guide to equal employment opportunities for Black, Spanish speaking, American Indian, and Oriental college graduates. Emphasizes a positive approach in planning, conducting, and evaluating the recruitment program.

What Will Therapy Do for Me (or if you don't know where you're going you'll never get there)

by Peter S. Houts and Robert A. Scott, 28 pp., free.

An illustrated guide to setting objectives in mental health treatment programs. Points out the need for setting goals in therapy. The booklet traces through cartoons the frustrating experiences of a patient undergoing treatment. It ends with the patient making recommendations to the staff: Avoid vague terms, talk about goals as well as problems, set goals that the patient wants, make goals realistic.

Goal Planning in Mental Health Rehabilitation

by Peter S. Houts and Robert A. Scott 47 pp., free.

Another illustrated booklet in this series of training materials in mental health rehabilitation. Centers around five basic ideas for planning goals for patients: 1) involving the patient in choosing goals; 2) setting reasonable, achieveable goals; 3) describing the goals in terms of actual behavior; 4) setting deadlines to work toward; 5) describing the actual method of who will do what in working toward the goal.

Both publications available by writing the authors at: The Department of Behavioral Science, The Pennsylvania State University College of Medicine, The Milton S. Hershey Medical Center, Hershey, PA.

Education Action Fund

Box 27, Essex Station, Boston, MA 02112.

Set up to channel money and energy into urban free schools. It has a good list of contacts and material that will prove especially helpful to people working in the big cities (send a $5 donation if you can afford it).

New Schools Directory

38 Kirkland St., Cambridge, MA 02138.

A state-by-state compilation of alternative schools printed in fall, 1971.

The Association For Women in Psychology

1058 E. 40 St., Brooklyn, NY 11210.

Newsletter and a research division hopes to help feminist researchers share news and ideas at above address (open to men). To join, send $10 ($3 for students or poor people) to AWP Membership Committee.

Annual Digest for Current Recommended Guidance Literature

Dr. Sarah Splaver, Editor
Guidance Exchange
3310 Rochambeau Ave., Bronx, NY 10467, Annual Issue, $15.00.

Reviews all kinds of materials on all age levels in the fields of guidance, education and psychology.

U.C.L.A. Experimental College, Educational Policies Commission Office

309 Kerckhoff Hall
U.C.L.A.
Los Angeles, CA

Offering a wealth of free courses, open to the public, on all facets of natural living. Created as an alternative to the strenuous curriculum offered by the higher education process, the Experimental College has classes in such things as environmental awareness, yoga, cooperatives (based on the Co-op Market), and organic cooking. New classes begin each quarter, and the exact schedule can be received by contacting the above address.

The National Center for Information on Careers in Education (NCICE)

Now offering counselors, admissions officers, and other career guidance personnel, current information on careers in education. To obtain information on these publications, write to NCICE, 1607 New Hampshire Ave. NW, Washington, DC 20009. Counselors writing to inquire will be added to the mailing list for news of future publications.

Gay Liberation Literature Service

P.O. Box 40397, San Francisco, CA 94140.

Price list of books, pamphlets and magazines by gay men and lesbians.

New Careers for Teachers

Bill McKee, Cloth $7.95, Paper $3.95.

Describes over 100 jobs for which most teachers can qualify without additional training.

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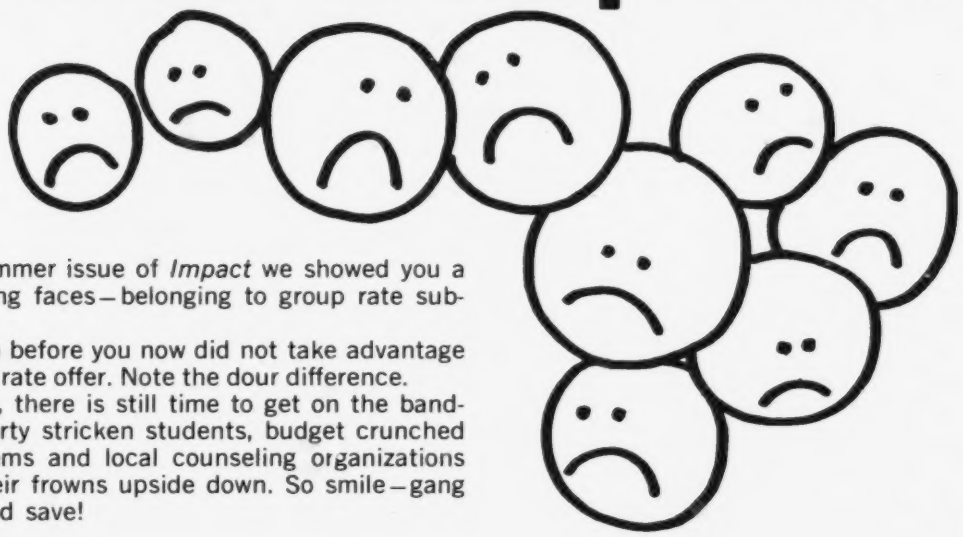

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